


**THE  
PRIMARY  
GRAMMAR**

**BY  
R. R. SMITHARD**

**GEORGE PHILIP & SON, LTD.**



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# THE PRIMARY GRAMMAR

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# THE PRIMARY GRAMMAR

An Elementary Grammar of the English  
Language, for the use of Pupils in  
Egyptian Primary Schools

*R. R. Smithard*

By

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## PREFACE

**T**HIS text-book has been prepared, after many years' experience in teaching "English," in order to serve the needs of Egyptian pupils.

As these pupils are usually beyond the age of early childhood, it has been considered wiser not to resort specially to infantile language either in the explanatory parts of the text or in the exercises and, for the same reason, a more natural and logical arrangement than that frequently adopted in elementary grammar books has been rendered possible.

The matter has been dealt with analytically rather than synthetically and, doubtless, some details, more or less recondite, have escaped treatment. Due allowance, however, is begged for the narrow limits of this book, and it is confidently hoped that very little of what really matters will be found missing.

R. R. SMITHARD.

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## PART I.—INTRODUCTION.

### LETTERS.

Grammar is the science of language : it teaches us to speak and write a language correctly.

Language is expressed by words : words consist of letters : and letters are symbols or signs for voice-sounds.

In the English language there are twenty-six letters, and these are divided into vowels and consonants.

A vowel is a letter that can be sounded by the simplest effort of the voice, and its sound can be kept open or prolonged (*vowel* means *vocal*). There are five vowels—**a, e, i, o** and **u**.

In such words as *useful, union*, the sound expressed by the letter *u* is not a simple vowel sound : it is pronounced as *yu*.

Similarly the *o* in *one* must be regarded as *wu*.

When a vowel precedes a consonant, followed by an *e* mute (that is, silent), the vowel is usually sounded as it is named with a long sound ; e.g., *game, here fine, lone, mule*.

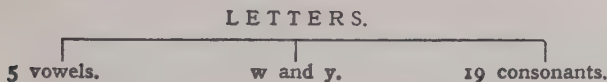
Among the exceptions are—*there, were, where*. In other cases the vowel has a shorter and less distinct sound ; e.g., *pass, her, fin, on, bull*.

A consonant is a letter that cannot be properly sounded alone but requires the help of a vowel (*consonant* means *sounding with*). There are nineteen consonants—**b, p, d, t, v, f, g, j, k, q, c, s, z, l, m, n, r, x**, and **h**.

At the beginning of a word, or of a distinct part of a word, it will be seen that *w* and *y* are consonants ; e.g., *wide, yet, forward*. But if the sound of each of these two letters is considered when it is not at the beginning of a word, or of a distinct part of a word, it will appear that it is then a vowel ; e.g., *flow, body, down*.

A single distinct sound formed by the combination of several letters is called a **syllable** (*syllable* means *taken together*).

If a word is of one syllable only it is called a **monosyllable** (*monos* means *alone*): if of two syllables it is a **dissyllable** (*dis* means *twice*): if of three syllables it is a **trisyllable** (*tri* means *three*): and if of more than three syllables it is a **polysyllable** (*poly* means *many*).



## EXERCISES.

- (a) What are letters? Write the English alphabet.
- (b) Pick out the vowels and consonants in the following words:—Board, rich, bow, walk, unfit, usual, wisdom, mighty, once, fine, yesterday, only, window, strength, one-eyed.
- (c) Which English consonants can be replaced by others giving the same sound?
- (d) Write from dictation the following words:—
  - i. Man, men, pin, pond, run.
  - ii. Mane, scene, pine, bone, tune.
  - iii. Tax, just, papa, vice, gorgeous.
- (e) Write three monosyllables, three dissyllables, three trisyllables, and three polysyllables.
- (f) Give six monosyllables each containing one vowel and six others each containing two vowels.

## CONSONANTS.

Most of the consonants, when used with vowels, give either one or the other of two similar sounds—one of the sounds being *flat* and heavy, and the other *sharp* and light.

| Flat.                       | Sharp.                        |
|-----------------------------|-------------------------------|
| b as in <i>bit</i> .        | p as in <i>pit</i> .          |
| d „ <i>den</i> .            | t „ <i>ten</i> .              |
| g (hard) as in <i>got</i> . | { k „ <i>kit</i> .            |
|                             | { c (hard) as in <i>cot</i> . |
| v as in <i>van</i> .        | { q as in <i>quit</i> .       |
| z „ <i>fez</i> .            | f „ <i>fan</i> .              |
|                             | s „ <i>gas</i> .              |

Notice the sound of *s* in each of the following words :—bars, muffs, stand, girls, books, skin, pips, skip, squeal, scheme, &c. *s* in combination with the sharp consonants is also sharp ; in most other cases it is pronounced like *z*.

*h* is in itself only an *aspirate* or breathing out ; it is combined frequently with the consonants, *c*, *s*, *t*, *p*, to give special sounds :—

|    |       |                      |
|----|-------|----------------------|
| ch | as in | <i>chat</i> .        |
| sh | „     | <i>shine</i> .       |
| th | „     | <i>thing, this</i> . |
| ph | „     | <i>photo</i> .       |

The sound of *x* can always be represented by *ks*, and *x* is therefore not really necessary in the alphabet.

The consonant *j* gives the same sound as the soft *g*, *cf.* George, James.

*t* followed by *i* and then another vowel, is pronounced like *sh* ; e.g., station, patience.

*l*, *m*, *n*, *r* are called *liquid* consonants, because their sound in words can be made to flow smoothly along ; e.g., place, fame.



|            |   |                                     |
|------------|---|-------------------------------------|
| Consonants | { | Flat : <i>b, d, g, v, z.</i>        |
|            |   | Sharp : <i>p, t, c, q, k, f, s.</i> |
|            |   | Redundants : <i>x, j.</i>           |
|            |   | Liquids : <i>l, m, n, r.</i>        |
|            |   | Aspirate : <i>h.</i>                |

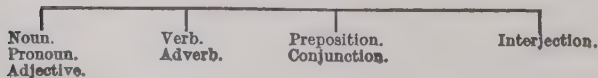
## EXERCISES.

- (a) What is a consonant ?
- (b) What is meant by a redundant letter ? Give the two redundant consonants and explain why they are so called.
- (c) Pronounce each of the following words very clearly, and then pick out the sharp and flat consonants :—Packet, flames, oaks, horses, giver, lift, houses, bladder, sweets, brushes, beds, camel balls, Dukes, births.
- (d) Pick out the liquid consonants in Exercise (c).
- (e) How can the consonant *c* be frequently replaced ? Find words in which it could not be so replaced.

**WORDS.**

In the English language words are divided into eight classes called the parts of speech.

1. The name of anything is called a **noun**.  
*Example : Tom, dog, happiness.*
2. A word used in place of a noun is called a **pronoun**.  
*Example : he, it, who.*
3. A word that serves to point out or qualify a noun or a pronoun is called an **adjective**.  
*Example : the small cat, this picture.*
4. A word which tells of doing or being is called a **verb**. *Example : He writes ; She became rich ; They are clever.*
5. A word that modifies a verb, or sometimes an adjective or an adverb, is called an **adverb**.  
*Example : They read nicely ; You are quite right ; Speak very slowly.*
6. A word that shows the relation between two words of the same sentence is called a **preposition**.  
*Example : The lamp remains on the table.*
7. A word that joins together clauses, words or phrases is called a **conjunction**. *Example : He says that he will go ; Boys and girls play ; It was neither on the table nor under it.*
8. A word used merely to express some feeling of the mind or to attract attention, but which has no relation with the other words of the sentence, is called an **interjection**. *Example : " Hurrah ! " " Halloo ! "*

**WORDS.**

## EXERCISES.

(a) Write six nouns referring to articles in the room, six others referring to articles not in the room, and six referring to things that have no substance.

(b) What pronouns may be used for (1) a girl, (2) windows, (3) a king?

(c) Put an adjective to each of the nouns in Exercise (a). Put two adjectives to each of the following :—Child, flower, soldiers.

(d) Write three verbs which show *doing*, each modified by an adverb. Write three verbs which show *being*.

(e) Place suitable prepositions in the spaces :—

(1) I broke the finger — my left hand. (2) Look — the table. (3) He went — Rome — Paris. (4) Play — me. (5) The chair was broken — the boy. (6) The tired man slept — the night.

(f) Place suitable conjunctions in the spaces :—

(1) Come — walk with us. (2) The beggar was poor — honest. (3) He climbed up the wall — through the window. (4) You know — he lives. (5) He has — father — mother. (6) Work — you can.

(g) Say what part of speech each of the following words is and point out its use :—

During this hot summer weather, when the sun shines so long and so brightly on the streets and houses, the materials most necessary to give us a good preparation for our day's work are a small piece of soap, a large sponge, and plenty of cold water.

## PART II.—SIMPLE ANALYSIS.

## A SENTENCE: SUBJECT AND PREDICATE.

A collection of words expressing a definite thought is called a **sentence** (*sentence* means *a feeling or a thinking*).

A sentence consists of two parts:—

- (i) That of which we speak: this is called **subject** and must be a noun or a noun-equivalent.
- (ii) That which we say about the subject: this is called **predicate** and may show—
  - (a) What the subject does. *Example*: John broke the window.
  - (b) What is done to the subject. *Example*: The window was broken.
  - (c) In what state the subject exists. *Example*: He seems happy.

The subject of a sentence may be—

A noun. *Example*: The horse runs.

An Infinitive. *Example*: To work is necessary.

A verbal noun. *Example*: Giving is a pleasure.

A pronoun. *Example*: She sells oranges.

An adjective. *Example*: The good are happy.

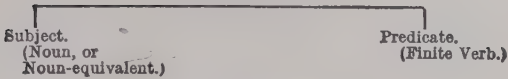
A clause. *Example*: That the earth rotates is well known.

Every predicate, in English, must contain a finite verb, that is, a verb directly connected with the subject in person and number. If there are several finite verbs each forms part of a separate sentence or clause (*clause* means *that which is enclosed*).

“The man in the room” is not a sentence in English: we must have a finite verb and therefore must say, “The man *is* in the room.”

A collection of words without a finite verb is called a **phrase**.

## SENTENCE.



## EXERCISES.

(a) Pick out the sentences from the following and give the subject and predicate of each : explain why the others are not sentences.

- (1) Birds fly. (2) Fish are good for food. (3) The house in the field. (4) To talk is forbidden. (5) Listen ! (6) All's well ! (7) A flowing river. (8) Can you sing ? (9) Playing is healthy. (10) The book on the desk. (11) The wicked will be punished. (12) Make haste !

(b) Write three sentences with infinitives as subjects, and three with adjectives as subjects.

(c) Put suitable subjects to the following predicates :—

- (1) He is rich. (2) I jump. (3) She walks. (4) They were hot. (5) He became wealthy. (6) My rises. (7) My is finished. (8) — is a duty. (9) They were beaten. (10) Will he be happy ? (11) Did he write ? (12) Who are they ?

(d) Put suitable predicates to the following subjects :—

- (1) I am. (2) We are. (3) You are. (4) They are. (5) He is. (6) The men are. (7) Children are. (8) Strength is. (9) To be truthful is. (10) Travelling is. (11) Cairo is. (12) The lazy man.

## OBJECT: DIRECT AND INDIRECT.

Verbs which express an action that does not stop with the doer or agent, but affects some other person or thing, are called **transitive**. *Example*: She broke the cup (*transitive means passing over*).

N.B.—Such verbs as *have, know, own*, are also transitive.

Verbs which express an action that does not pass from the doer to another person or thing are called **intransitive**. *Example*: He walks.

The name of the thing—that is, the noun or noun-equivalent—added to a transitive verb to complete the idea is called the **object**.

The object (as also the subject) may be—

A noun. *Example*: We learn algebra.

An infinitive. *Example*: They like to play.

A verbal noun. *Example*: The teacher dislikes chattering.

A pronoun. *Example*: You saw it.

An adjective. *Example*: Help the poor.

A clause. *Example*: I know she can read.

Some transitive verbs take two kinds of object—direct and indirect. These verbs are such as imply the transference of a thing from the subject to another person or thing. The name of the thing transferred is called the **direct object**, and the name of the person or thing to whom it is transferred is called the **indirect object**. Thus, in the sentence, “Tom brought me the money,” *money* is the *direct object*, and *me* is the *indirect object*.

The chief verbs thus used are :—ask, bring, buy, give, grant, leave, lend, make, offer, owe, pass, pay, promise, refuse, sell, send, show, teach, tell, write.

N.B.—If the indirect object does not follow immediately after the verb, the preposition *to* or *for* must be employed.

I gave him a book . . . . . no preposition.

I gave a book to him . . . . . preposition.



## VERB OF PREDICATE.

Transitive with object.

Intransitive.

## EXERCISES.

(a) Pick out the subject, predicate, and object of each of the following sentences :—

- (1) The postman brings the letters. (2) You need to practise. (3) Send your servant. (4) What can he see ? (5) Copying is cheating. (6) Whom did you meet ? (7) Men and women live there. (8) The healthy pity the sick. (9) Columbus discovered America. (10) He bought the bats and the balls. (11) Whose dog bit him ? (12) I found a book and two pens.

(b) Put subjects and objects to each of the following transitive verbs :—

Cut, open, did, loves, is writing, fetched, will see, are reading, examine, keeps, struck, has killed.

(c) Add a direct and an indirect object to each of the following :—

- (1) The master teaches \_\_\_\_\_. (2) Ahmed sold \_\_\_\_\_.  
 (3) Who told \_\_\_\_\_ ? (4) We bought \_\_\_\_\_.  
 (5) Lend \_\_\_\_\_. (6) Do you write \_\_\_\_\_.  
 (7) Kindly pay \_\_\_\_\_. (8) Will you promise \_\_\_\_\_ ?  
 (9) George has given \_\_\_\_\_. (10) Let me offer \_\_\_\_\_.  
 (11) This shows \_\_\_\_\_. (12) The clerk handed \_\_\_\_\_.

(d) Say whether the verb in each of the following sentences is transitive or intransitive, and give the reason :—

- (1) The birds sing gaily. (2) The lark sings a sweet song. (3) Those lads play football well ! (4) The cat plays with the mouse. (5) The doctor walked in his garden. (6) The groom walked the horse up and down. (7) Time passes quickly. (8) The scholars passed their books.

## COMPLEMENT.

(*Complement means that which fills up.*)

There are some verbs, such as *appoint, become, etc.*, which require a complement—which is not the object—to make their meaning clear. These verbs are called **verbs of incomplete predication**, and are of two kinds :—

- (i) Verbs of *making, appointing, etc.*, which are transitive, and are called **factitive** (making).  
*Example* : They elected him captain.
- (ii) Verbs expressing a **state** or change of state, such as *appear, be, become, feel, grow, look, seem*.  
*Example* : The youth became a clever man. These verbs are intransitive and are called **copulative** (uniting).

The complement may be :—

**A noun.** *Example* :

|                             |   |   |           |
|-----------------------------|---|---|-----------|
| The king made him a general | . | . | factitive |
| She was a fine lady         | . | . | state     |

**An adjective.** *Example* :

|                         |   |   |           |
|-------------------------|---|---|-----------|
| Anger drove him wild    | . | . | factitive |
| The poor boy seems weak | . | . | state     |

**An infinitive.** *Example* :

|                                    |   |   |           |
|------------------------------------|---|---|-----------|
| We chose him to preside            | . | . | factitive |
| The boat appeared to make progress |   |   | state     |

**A prepositional phrase.** *Example* :

|                                   |   |   |           |
|-----------------------------------|---|---|-----------|
| The sight struck them with horror | . |   | factitive |
| These books are of little use     | . | . | state     |

**N.B.**—If the complement is a noun—

- (a) It agrees in case with the object after a factitive verb.
- (b) It agrees in case with the subject after a copulative verb.

## EXERCISES.

(a) Point out the complements in the following and classify them :—

- (1) The night grew dark and stormy. (2) This acid seems of great strength. (3) Ali always remained a soldier. (4) Success made them careless. (5) The king made the prince his heir. (6) Those boys seem to work hard. (7) Did he make you understand? (8) My uncle was promoted governor. (9) The pain drove the bull mad. (10) Be steady. (11) May he become a great and clever man! (12) His good temper rendered him popular.

(b) Which of the predicates in the following are incomplete, and why?—

- (1) The man was (2) Who ran? (3) He ordered the servant (4) Our master became (5) I appoint you (6) The prize winner was named (7) The poor beggar looks (8) We thought him (9) They heard the lion (10) The sick lady now feels (11) His companions have made him (12) The stone caused me

(c) Place a complement after each of the incomplete predicates in Exercise (b), and say what form of complement each is.

## ENLARGEMENT OF THE SUBJECT AND OBJECT.

The subject and the object being nouns or noun-equivalents may be enlarged or qualified by :—

(a) An adjective.

(b) Any words that do the work of an adjective.

- i. An adjective. *Example : Polar bears have white hair.*
- ii. A noun in the possessive case. *Example : John's dog stole the butcher's meat.*
- iii. A pronoun in the possessive case. *Example : My father met your uncle.*
- iv. A noun in apposition. *Example : Graham, the airman, attacked his enemies, the Germans.*
- v. A participle or participial phrase. *Example : The swollen river fills the canals irrigating the delta.*
- vi. A prepositional phrase. *Example : The trees in this garden supply fruit of the best quality.*
- vii. An infinitive. *Example : Their intention to escape became known. Have you selected the colours to be worn by your scholars ?*
- viii. A clause. *Example : The messenger who came last night showed me the letter you wrote.*

## EXTENSION OF THE PREDICATE.

The predicate, or, more strictly speaking, the verb in the predicate, may be extended or modified by :—

(a) An adverb.

(b) Any words that do the work of an adverb.

- i. An adverb. *Example : He often visits us.*
- ii. A prepositional phrase. *Example : They are going to our school.*
- iii. An infinitive. *Example : The sailor ran to catch the train.*
- iv. A clause. *Example : We attend the meetings whenever we can.*
- v. An adverbial phrase. *Example : They walked away arm in arm.*

## EXERCISES.

(a) Pick out the enlargements in the following sentences :—

- (1) The little boy plucked a red rose. (2) Our friends caught your lost dog. (3) The enemy's failure raised our spirits. (4) The butcher sells meat of good quality. (5) The porter outside the door saw Tom the groom. (6) The passenger who left the train gave me the paper he had bought.

(b) Point out the extensions of the predicate in each of the following sentences, and name the kind of extension :—

- (1) The river flows rapidly. (2) The ostrich ran with great speed. (3) At that moment the rider was thrown into the water. (4) The men crossed the river in haste to alarm the army. (5) The lion ran away when it saw the man. (6) Slowly and steadily the snail crept up the wall. (7) The soldier came at once to see his captain. (8) He gladly went to the station to meet his guest.

(c) Add a different extension of *manner* and *place* to each of the following :—

- X (1) He ran ——. (2) Camels walk ——. (3) The boy writes ——. (4) The miser — puts his money —.

(d) Add a different extension of *time* and *place* to each of the following :—

- X (1) I will meet you ——. (2) The lion prowls ——. (3) We shall come ——. (4) The pilgrims went —.

(e) Pick out (a) extensions and (b) enlargements in the following sentences, and say to what they refer :—

- (1) Careless words often cause trouble. (2) My father sold my beautiful horse to punish me. (3) Selim, the bookseller, buys old books whenever he can. (4) I left my hat in the garden. (5) The trees in the garden are now covered with blossom. (6) Do any of you live near the palace? *any*

# FORM FOR THE ANALYSIS OF SIMPLE SENTENCES.

| SUBJECT.    |                                      | PREDICATE.             |             |                                      |                      |
|-------------|--------------------------------------|------------------------|-------------|--------------------------------------|----------------------|
| Subject.    | Enlargement of Subject.              | Verb with complement.  | Object.     | Enlargement of Object.               | Extension.           |
| Noun        | Adjective<br>Noun in possessive case | Verb                   | Noun        | Adjective<br>Noun in possessive case | Adverb               |
| Pronoun     | Pronoun in poss. case                | Verb with noun         | Pronoun     | Pronoun in poss. case                | Prepositional phrase |
| Infinitive  | Noun in apposition                   | Verb with adjective    | Infinitive  | Noun in apposition                   | Infinitive           |
| Verbal noun | Participle or partic. phrase         | Verb with infinitive   | Verbal noun | Participle or partic. phrase         | Clause               |
| Adjective   | Prepositional phrase                 | Verb with prep. phrase | Adjective   | Prepositional phrase                 | Adverbial phrase     |
| Clause      | Infinitive<br>Clause                 |                        | Clause      | Infinitive<br>Clause                 |                      |



**EXERCISES in Simple Analysis.**

Analyse the following sentences :—

- (1) Lend me your pencil.
- (2) I come to speak with you.
- (3) The evil that men do lives after them.
- (4) To help the poor now became his chief occupation.
- (5) A large dog covered with blood crawled under the seat.
- (6) Inside the room sat an old woman trembling with cold.
- (7) The caretaker showed us the king's chamber.
- (8) We yesterday elected you football captain.
- (9) Under a spreading chestnut tree the village smithy stands.
- (10) Working for you was in those days a pleasure.
- (11) How he reached the island was never explained.
- (12) The fisherman's little boy remembered that he had met them.
- (13) Slowly and gently we laid him down in his resting place.
- (14) Make the boy who broke this window pay for it.
- (15) The man cut the goose's body open to look for the golden eggs.
- (16) The time chosen for our journey was noon.
- (17) Not long after this the lion was one night hunting for his supper in the woods.
- (18) At certain times of the year large flocks of wild duck may be seen upon the marshes.
- (19) In the middle and south of the Sudan where there is an abundant rainfall, the native, with little labour, can supply his few wants from the soil.
- (20) Did the little boy appear frightened when you saw him ?
- (21) Who was the person that opened this window ?
- (22) I'll give thee a silver pound to row us o'er the ferry.
- (23) Does the Isthmus of Panama still connect North America to South America ?
- (24) His father desiring him to be a merchant like himself, gave him a ship loaded with various sorts of merchandise, so that he might trade about the world in order to grow rich.

## PART III.—PARTS OF SPEECH.

## THE NOUN (name).

All names are nouns: nouns may be divided into the following classes:—

(i) A name common to all things of the same kind, such as *boy, town, river*, is called a **common** or **class** noun.

(ii) A special name used for individuals, such as *Ahmed, Cairo, Nile*, is called a **proper** noun.

A proper noun must always be written with a capital letter.

(iii) A name given to a group of people or animals, such as *team, regiment, flock*, is called a **collective** noun.

(iv) Such names as *wood, stone, sugar*, which denote kinds of matter or substance, are called **material** nouns.

Common, proper, collective and material nouns, all of which are names applied to things perceptible to the senses, are sometimes called **concrete** nouns.

(v) The name of a quality, a state or an action, which can be thought of apart from the person or thing to which it applies, is called an **abstract** noun.

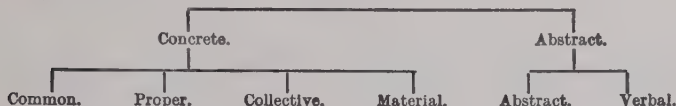
*Example: kindness, health, war.*

(vi) There is a special kind of abstract noun which is derived directly from a verb, and may be—

(a) the **simple infinitive**. *Example: We like to read.*

or (b) the **verbal noun in -ing**. *Example: Working is healthier than idling.*

Verbal nouns in **-ing** that carry on the work of a verb—by governing an object or by being modified by an adverb—are called **gerunds**. *Example: Helping the poor is a duty. You must practise speaking slowly. (Gerund means carrying on.)*

*from here.***NOUNS.****EXERCISES.**

(a) Name the different kinds of nouns and give two examples of each kind.

(b) What is the difference between *concrete* and *abstract* ?

(c) Classify the nouns in the following :—

- (1) Henry left home in search of wealth. (2) The brightness of the light was dazzling to the eye. (3) Weakness caused his fall. (4) John cut a branch from the tree in the wood. (5) The wood is hard. (6) Water is a liquid. (7) The marching of the army was excellent (8) Fishing is good sport. (9) The motion of the swallow is graceful. (10) Writing exercises requires thought. (11) Edward likes to ride. (12) Butter and cheese are made from milk. (13) The army lost a complete regiment and two companies. (14) The captain gave the crew bread and beef. (15) The multitude watched the sailing of the fleet. (16) Ali went from Tanta to Luxor by train. (17) The Koran is the sacred book of the Moslems. (18) To sleep is necessary. (19) Hunting the tiger is dangerous. (20) Aziz learned baking and cooking.

✕(d) Make abstract nouns from the following :—  
dark, quick, gentle, noisy, hard, strong, hungry, angry, pleasant, long, fly, move, see, live, grow.

✕(e) Place verbal nouns in the following spaces :—

- (1) He likes ——. (2) — the horse is good exercise.  
(3) He is fond of ——. (4) — early is healthy.  
(5) — is useful. (6) — makes perfect.

## NUMBER.

Nouns have different forms to show whether they denote one thing only or more than one thing. This distinction is called **number**.

N.B.—Change in the form of words is called **inflexion**.

If the noun is used to denote one thing—such as *boy*, *child*, *crowd*,—it is said to be in the **singular number**.

If the noun is used to denote more than one thing—such as *boys*, *children*, *crowds*,—it is said to be in the **plural number**.

(There is no special form for the dual as there is in the Arabic language.)

The plural of nouns is generally formed from the singular by adding **s**.

Singular. *Example : book, group, path, monarch.*

Plural. *Example : books, groups, paths, monarchs.*

The plural is formed from the singular by adding **es** if the singular ends in—

(i) A sibilant—s, x, z, sh, ch (soft).

(It would be difficult to add another s sound directly to these letters.)

(ii) The letter o or y preceded by a consonant.

| Ending.   | Singular. | Plural.  |
|-----------|-----------|----------|
| s         | gas       | gases    |
| x         | fox       | foxes    |
| z         | topaz     | topazes  |
| sh        | brush     | brushes  |
| ch (soft) | match     | matches  |
| o         | potato    | potatoes |
| y         | baby      | babies * |

\* Note that y preceded by a consonant changes to i.

By exception, *piano*, *solo*, *grotto*, and *halo* form their plurals by adding *s* only.

The following form their plurals in *ves* :—calf, half, elf, self, shelf, wolf, knife, life, wife, leaf, sheaf, thief, loaf, staff, wharf, scarf.

### EXERCISES.

(a) What is understood by *number* in grammar ? What is the commonest way of forming the plural number of nouns ?

(b) When does a noun form its plural by adding *es* ?

(c) Write the plurals of

horse, shop, desk, pencil, pen, glass, ass, class, box, sex, watch, match, march, fish, wish, dish, hero, echo, negro, lady, city, sky, donkey, mouth, mosquito.

(d) Write the plurals of

thief, chief, leaf, cliff, fife, life, roof, half, muff, handkerchief, skiff, himself, hoof, proof, cuff, reef, gulf, dwarf, grief, safe, strife, belief, brief, mischief.

(e) Write the singular forms of

latches, rubies, volcanoes, armies, patches, lasses, churches, staves, bushes, wharves, lashes, tomatoes, **torpedoes**.

**NUMBER**—*continued.*

The chief irregular plurals are :—

|               | Singular. | Plural.   |
|---------------|-----------|-----------|
| Persons       | { man.    | men.      |
|               | { woman.  | women.    |
|               | { child.  | children. |
| Animals       | { ox.     | oxen.     |
|               | { goose.  | geese.    |
|               | { mouse.  | mice.     |
| Parts of body | { foot.   | feet.     |
|               | { tooth.  | teeth.    |

Some nouns have two plurals with slightly different meaning :—

| SINGULAR.                | PLURAL.                       |                           |
|--------------------------|-------------------------------|---------------------------|
|                          | Individualised.               | Combined.                 |
| brother<br>penny<br>fish | brothers<br>pennies<br>fishes | brethren<br>pence<br>fish |

(We may say *three brothers*, *several pennies* ; but not *three brethren* *several pence.*)

Some nouns have the same word for singular and plural.  
*Example : sheep, deer, salmon, grouse, series, means, innings, species, gallows.*

Some nouns have no singular. *Example : scissors, trousers, shears, bellows, spectacles* (all denoting pairs) ; and *clothes, thanks.*

Material and abstract nouns, in their common meaning, have no plural. *Example : wool, coffee, poetry, laughter.*

*News* (really plural) is used only as singular.

*Riches* (really singular) is used only as plural.

SINGULAR TO PLURAL.—

- by adding *s* or *es*
- in *ves*
- irregularly
- no change

*XX*



## EXERCISES.

(a) Write the plurals of :—

Child, cabman, dormouse, charwoman, musk-ox ;  
and write also the singulars of teeth, feet, geese,  
sheep, pence.

(b) In which number are the nouns in the following sentences :—

(1) The series is a good one. (2) There were several series. (3) By this means he succeeded. (4) What are the means he used ? (5) He killed several grouse. (6) His innings were both good. (7) Tom had a good innings. (8) It is a species of bird. (9) The species are dying out. (10) He died on the gallows. (11) Shears are used for cutting. (12) The news came that he had inherited great riches.

(c) Re-write the following sentences, using the plural number always in place of the singular :—

(1) The boy has a book. (2) I have a big tooth. (3) My brother sends his thanks. (4) Lend me your watch. (5) This woman bought a handkerchief. (6) The little baby likes milk.

(d) Re-write the following sentences, using the singular number always instead of the plural :—

(1) We met some tall negroes. (2) There are several paths through those woods. (3) Birds fly. (4) Cats catch mice. (5) The blacksmiths use large bellows. (6) Did the postmen hear the news ?

*diff. here. u. 1/2*

## GENDER.

Many nouns have different forms to show whether they are used for the male or for the female sex. This distinction is called **gender**.

- i. Nouns used only for the male sex,—such as *boy*, *sultan*, *he-goat*, *Ali*,—are said to be in the **masculine** gender.
- ii. Nouns used only for the female sex,—such as *girl*, *sultana*, *she-goat*, *Mary*,—are said to be in the **feminine** gender.
- iii. Nouns used both for males and females,—such as *child*, *monarch*, *goat*,—are said to be in the **common** gender.

N.B.—Only names of persons and animals have gender in English.

- iv. Nouns which are the names of inanimate things,—such as *chalk*, *boot*, *Danube*,—and all abstract nouns, are said to be in the **neuter** gender (*neuter* means *neither*).

The feminine is often formed from the masculine by adding *ess*, with or without other change. *Example* :

| No other change. |             | Other change. |                   |
|------------------|-------------|---------------|-------------------|
| <i>Masc.</i>     | <i>Fem.</i> | <i>Masc.</i>  | <i>Fem.</i>       |
| author           | authoress   | actor         | actress           |
| baron            | baroness    | ambassador    | ambassa-<br>dress |
| count            | countess    | duke          | duchess           |
| giant            | giantess    | emperor       | empress           |
| heir             | heiress     | god           | goddess           |
| host             | hostess     | hunter        | huntress          |
| Jew              | Jewess      | lad           | lass              |
| lion             | lioness     | master        | mistress          |
| peer             | peeress     | murderer      | murderess         |
| poet             | poetess     | negro         | negress           |
| priest           | priestess   | prince        | princess          |
| shepherd         | shepherdess | tiger         | tigress           |

## EXERCISES.

(a) What is meant by gender ? What difference is there between gender and sex ?

(b) What names are said to be of the common gender, and what names are said to be of the neuter gender ?

(c) Arrange the following nouns in lists according to gender :—

Man, lion, desert, eagle, mouse, tiger, uncle, sister, parent, mother, beast, tree, river, friend, town, Africa, king, Edward, queen, lady, sheep, camel, bird, snow, rain, wind, beggar, priest, shepherd, aunt, servant, people, maid, hedge, daughter, cousin, stream, sugar, fly, Suez.

(d) Write the feminine forms of the following :—

Baron, heir, poet, author, god, hunter, negro, ambassador, duke, peer, singer.

(e) Write the masculine forms of the following :—

Giantess, Jewess, hostess, empress, lass, murderess, authoress, mistress, princess, countess, traitress.

**GENDER**—*continued.*

The masculine and the feminine are sometimes distinguished by changing a part of the noun to indicate the sex. *Example :*

| Prefixes.    |              | Suffixes.    |              |
|--------------|--------------|--------------|--------------|
| <i>Masc.</i> | <i>Fem.</i>  | <i>Masc.</i> | <i>Fem.</i>  |
| billy-goat   | nanny-goat   | baby-boy     | baby-girl    |
| he-ass       | she-ass      | grand-father | grand-mother |
| buck-rabbit  | doe-rabbit   | land-lord    | land-lady    |
| cock-sparrow | hen-sparrow  | peacock      | peahen       |
| man-servant  | maid-servant | washerman    | washerwoman  |

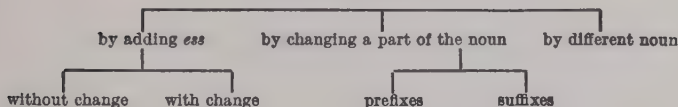
Different nouns are used to denote the masculine and the feminine in the following cases :—

| Persons.     |                | Animals.        |             |
|--------------|----------------|-----------------|-------------|
| <i>Masc.</i> | <i>Fem.</i>    | <i>Masc.</i>    | <i>Fem.</i> |
| bachelor     | maid, spinster | boar            | sow         |
| boy          | girl           | buck            | doe         |
| brother      | sister         | bull            | cow         |
| earl         | countess       | bullock, steer  | heifer      |
| father       | mother         | cock            | hen         |
| gentleman    | lady           | colt            | filly       |
| husband      | wife           | dog             | bitch       |
| king         | queen          | drake           | duck        |
| lord         | lady           | foal            | filly       |
| man          | woman          | fox             | vixen       |
| monk         | nun            | gander          | goose       |
| nephew       | niece          | hart            | roe         |
| papa         | mamma          | horse, stallion | mare        |
| sir          | madam          | ram             | ewe         |
| son          | daughter       | sire            | dam         |
| uncle        | aunt           | stag            | hind        |
| wizard       | witch          |                 |             |

*Masc. widower* comes from *fem. widow.*

„ *bridegroom* „ „ „ *bride.*

*Fem. heroine* „ „ *masc. hero.*

FEMININE DISTINGUISHED FROM  
MASCULINE.

## EXERCISES.

(a) In what ways may the feminine be distinguished from the masculine? Give two examples of each way.

×(b) Write the feminine forms of—

Bachelor, nephew, earl, sir, lord, gander, stallion, buck, drake, khedive, colt, wizard, dog, cock-bird, beggarman.

×(c) Write the masculine forms of—

Queen, nun, lady, gazelle, heifer, ewe, queen-regent, hind, cow, sow, hen, servant, grandmother, mamma, daughter.

(d) Give the masculine and feminine of—

Child, parent, cousin, sheep, horse, donkey, monarch, singer, teacher, bird, pig, baby, grandparent, deer, foal.

## CASE.

The relation which a noun or pronoun bears to another word of the same sentence is called **case**.

In English there are three cases—the nominative, the objective, and the possessive.

The **nominative** (or *naming*) case is used for the following :—

- i. The **subject of the sentence**.

*Example : They talk.*

- ii. A noun or pronoun denoting the same person as the subject and added to the subject in order to define it more clearly : this is called **nominative in apposition**.

*Example : They, the pupils, talk.*

- iii. The **noun-complement to a copulative verb**.

*Example : He became a minister.*

- iv. A noun or pronoun qualified by an adjective (usually a verbal adjective) but standing independently from the rest of the sentence : this is called **nominative absolute** (*absolute* means *loosed from*).

*Examples :*

The *sun* having risen we continued our journey.

Work done, they went home.

- v. A noun or pronoun denoting the person or thing directly spoken to : this is called **nominative of address**.

*Example : Come here, my boy.*

## NOMINATIVE CASE.

---

|          |             |                  |           |          |
|----------|-------------|------------------|-----------|----------|
| Subject. | Apposition. | Noun-complement. | Absolute. | Address. |
|----------|-------------|------------------|-----------|----------|


## EXERCISES.

(a) What is case ? Name the kinds of nominative case used in English, with an example of each.

(b) Point out the words in the nominative case in the following sentences, and say what kind of nominative each is :—

- (1) Fishes swim. (2) He was a good boy. (3) The turkeys they gobbled. (4) Henry having arrived, we commenced our game. (5) Bring the book, Mary. (6) The hunter, taking careful aim, shot the lion. (7) The lion having been shot, the villagers went home. (8) Joseph, take this pen. (9) He became a wealthy man. (10) Jack the sailor came home. (11) He seemed an honest fellow. (12) The clerk, having received the money, left the bank. (13) Old Yusef, the tailor, lives here. (14) Take the chalk away, my boy. (15) The lesson ended, we left the school. (16) He proved a useful servant. (17) Boatman, do not tarry. (18) And the merry notes of the little birds, They to his heart were good.

(c) Insert suitable words in the nominative case in the following spaces, and say what kind of nominatives they are :—

-  (1) Shakespeare — wrote poems. (2) The lions — roared. (3) He is —. (4) He will be —. (5) The — having been caught, we went to bed. (6) — being done we rest. (7) Stand by the window —. (8) Light the lamp —. (9) George seemed —. (10) Ahmed — left the house.



## CASE—continued.

The **objective** case (*objective* means *thrown in the way*) is used for the following:—

- i. An object governed by a transitive verb.

*Example :*

We eat *bread*.

- ii. A noun or pronoun governed by a preposition.

*Examples :*

The teacher lives at *Shubra*.

Speak to *them*.

- iii. A noun denoting the same person as the object of a transitive verb or of a preposition, but added to define this object more clearly : this is called **objective in apposition**.

*Examples :*

We saw Ahmed, the *cook*.

He was walking with his brother, *Yusef*.

- iv. A noun-complement to a transitive verb of incomplete predication (see page 14); this is called **factitive object**.

*Examples :*

They made him *governor*.

You appointed this boy your *captain*.

- v. A noun used as an object to a verb, and kindred in meaning to the verb itself : this is called **cognate object** (*cognate* means *born together*). The verb may be intransitive.

*Examples :*

The armies fought a great *battle*.

The hare ran a *race*.

## OBJECTIVE CASE.

governed by  
a transitive verb.

governed by  
a preposition.

Apposition.

Factitive.

Cognate.

## EXERCISES.

(a) How many kinds of objective case are there ? Name the different kinds and give an example of each.

(b) Pick out and arrange in columns the various kinds of objective case in the following sentences :—

- (1) Fishermen catch fish. (2) Horses run races. (3) She sang a pretty song. (4) Who made him a ruler ? (5) The merchant went to Assuan. (6) The robbers shot Ali, the policeman. (7) Spiders catch flies in their webs. (8) They appointed him their head-gardener. (9) The king dreamed a strange dream. (10) My friend accompanied his sister Mary. (11) One pupil left his book at home. (12) Nelson died a noble death. (13) They created him a peer. (14) We met Mr. Jones, the new master. (15) Who killed Carlo, the baker's dog ? (16) I have named my pony Dobbin. (17) On Wednesday he left us. (18) Have you heard the great singer, Abdu ?

X (c) Complete the following by adding cognate objects :—

- (1) The priest lives a good ——. (2) He sings ——. (3) The hare ran ——. (4) We slept the — of the weary. (5) The soldiers fought many ——. (6) James told —.

X (d) Add objects in apposition to the following :—

- (1) The chief saw his daughter ——. (2) They caught Hasan ——. (3) We like Milton ——. (4) The storm wrecked the ship ——. (5) The prince visited the great town ——. (6) Egyptians love the river —.

**CASE**—*continued.*

The **possessive** case usually denotes ownership. *Examples*: The *boy's* hat. The *pasha's* horse.

The possessive case of a noun is indicated by the addition of an apostrophe and *s* (*'s*). *Examples*:

|                   |                    |   |   |   |             |
|-------------------|--------------------|---|---|---|-------------|
| Nom. <i>boy</i> . | Poss. <i>boy's</i> | . | . | . | (singular). |
| Nom. <i>men</i> . | Poss. <i>men's</i> | . | . | . | (plural).   |

Formerly the addition was *es*, and the apostrophe indicates the omission of *e*.

If the noun already ends in *s*—as it generally does in the plural number—the apostrophe only is added  
*Examples*:

|                     |                     |   |   |             |
|---------------------|---------------------|---|---|-------------|
| Nom. <i>Moses</i> . | Poss. <i>Moses'</i> | . | . | (singular). |
| Nom. <i>boys</i> .  | Poss. <i>boys'</i>  | . | . | (plural).   |

There are some nouns ending in *s* in the singular number which, for the sake of easy sound, take an apostrophe and *s* in the possessive. *Examples*:

*James's* house (pronounced James-es).

The *countess's* carriage (pronounced countess-es).

Possession may also be expressed by the use of the preposition “*of*” and the name of the possessor. *Example*:

The tail *of the cow* is equivalent to the *cow's* tail.

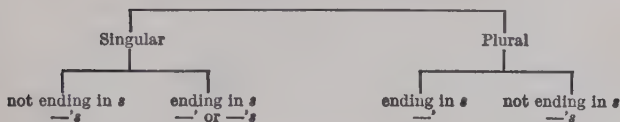
The possessive *should* be used for persons, *may* be used for animals, but *should not* be used for inanimate things.  
*Examples*:

|                      |                       |                         |
|----------------------|-----------------------|-------------------------|
| My brother's wife    | <i>is better than</i> | The wife of my brother. |
| The cat's eyes       | <i>or</i>             | The eyes of the cat.    |
| The top of the table | <i>not</i>            | The table's top.        |

Nouns denoting time are often used in the possessive.  
*Examples*:

A *day's* journey. Two *months'* work.

## FORMATION OF POSSESSIVE.



## EXERCISES.

(a) Why are 's (apostrophe and s) added to some nouns which end in s in the singular? To what nouns should an apostrophe only (') be added?

(b) Write the possessive forms of:—

Woman, women, child, children, Thomas, girls, fox,  
Sunday, baby, babies, son, dogs, tiger, sheep, lions.

(c) Give the singular and plural possessive forms of the following:—

Monkey, ewe, lady, fly, mouse, donkey, horse, mare,  
fish, cook.

(d) Correct the following expressions if necessary:—

- (1) The house's top. (2) The friend of the man.
- (3) The chair's cushion. (4) The door's key. (5) The enemy of the soldier.
- (6) The companion of Musa. (7) The sun's rays. (8) The stick's handle.
- (9) The visitor of my father. (10) An evening of summer.

## THE PRONOUN.

(*Pronoun means for a noun.*)

Pronouns refer to things without naming them.

Pronouns may be grouped in four different classes,—personal, relative, interrogative, and demonstrative.

Pronouns that vary in form for each of the three persons—the first person or person *speaking*, the second person or person *spoken to*, and the third person or person *spoken of*—are called **personal pronouns**.

TABLE OF PERSONAL PRONOUNS.

| Person.    | Gender.                  | Singular.            |                              |                       | Plural. |               |         |
|------------|--------------------------|----------------------|------------------------------|-----------------------|---------|---------------|---------|
|            |                          | Nom.                 | Poss.                        | Obj.                  | Nom.    | Poss.         | Obj.    |
| 1st        | C.                       | I                    | my, mine                     | me                    | we      | our, ours     | us      |
| 2nd        | C.                       | thou                 | thy, thine                   | thee                  | you, ye | your, yours   | you, ye |
| 3rd        | {<br>M.<br>F.<br>C. & N. | {<br>he<br>she<br>it | {<br>his<br>her, hers<br>its | {<br>him<br>her<br>it | they    | their, theirs | them    |
| Indefinite | C.                       | one                  | one's                        | one                   |         |               |         |

N.B.—The second forms of the possessive—*mine, thine, hers, ours, yours, theirs*—are used only when we wish to avoid repetition of the qualified noun. *Example :*

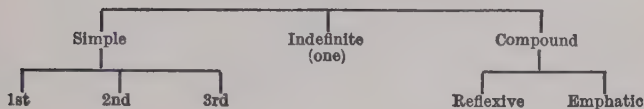
This is my book and that is *yours* (means *your book*).

When *self* or *selves* is added to a personal pronoun the pronoun is called **compound**. Compound pronouns may be used in two ways:—

- i. Reflexively (turned backward), when the object refers to the same person as the subject. *Example :* I hurt *myself*.
- ii. For emphasis (strong declaration), when used appositionally. *Example :* They *themselves* said it.

Note that *self* or *selves* is added only to the possessive of the 1st and 2nd persons, and to the objective of the 3rd person.

## PERSONAL PRONOUNS.



## EXERCISES.

(a) Write the objective forms—singular and plural—of :—I, thou, he, she, it.

Of what person is each of the foregoing pronouns ?

(b) Place suitable pronouns in the following spaces :—

- (1) Henry waited for — brother. (2) Jane lost — book. (3) Come to — when — call —. (4) George and — went home. (5) The king said, “ — art the thief, and — shalt be punished ; — shall send — to prison.” (6) The sailors brought the man, and the captain ordered — to be shot because — would not obey — orders. (7) The queen scolded — maid because — had disobeyed. (8) When the lion saw the man — ran away, but — shot —. (9) Ali fell and hurt — nose, and — bled. (10) The two boys said, “ — are going home, will — come with — ? ” (11) The birds flew away when — saw the boys, for — were afraid the boys would kill —. (12) His knife is broken, lend — —.

(c) Give the kind, number, person, gender and case of each pronoun in the following sentences :—

- (1) I, myself, saw him. (2) You, yourselves, found the shop. (3) The guides lost themselves. (4) Thou deceivest thyself. (5) We hid ourselves in the wood. (6) She, herself, told the tale. (7) The cat scratched itself. (8) I saved myself from drowning.

## THE PRONOUN—*continued.*

The pronouns *who*, *which* and *that*, when they relate to a preceding noun or noun-equivalent, are called **relative pronouns**: the relative always introduces a new clause. *Example* :

I have a son *who* is five years old.

*Who* relates to the preceding noun *son*, and also introduces the new clause—*who is five years old*.

The noun or noun-equivalent to which the relative relates is called the **antecedent** (*antecedent* means *going before*).

The relative pronouns are inflected for Case as follows :—

| Nom.         | Poss.               | Obj.             | Used for.          |
|--------------|---------------------|------------------|--------------------|
| <i>who</i>   | <i>whose</i>        | <i>whom</i> . .  | persons only       |
| <i>which</i> | ( <i>of which</i> ) | <i>which</i> . . | animals and things |
| <i>that</i>  |                     | <i>that</i> . .  | all                |

*What* means *that* | *which* or *the thing* | *which*, and is called a **compound** relative—the two parts belonging to different clauses. *What* contains the relative and its antecedent. *Example* :

I know *what* he wants means I know <sup>*that*</sup><sub>*or*  
*the thing*</sub> | *which* he wants.

The relatives agree with their antecedents in number and person. *Examples* :

|                     |       |                        |
|---------------------|-------|------------------------|
| He who reads learns | . . . | <i>singular number</i> |
| They who read learn | . . . | <i>plural number</i>   |
| I who read learn    | . . . | <i>1st person</i>      |

Sometimes —*ever*, or —*so*, or —*soever* is added to a relative to widen its application. *Example* : The guilty man, *whoever* he may be, shall be punished.

*As* after *such* or *same* is a relative. *Example* : I have the same time *as* (means *which*) you have.

*But* is a relative when it equals *who not*. *Example* : There is no one *but* (means *who not*) loves you.



N.B.—When we use a relative pronoun governed in the objective case by a transitive verb, a personal pronoun must not be put after the transitive verb. *Example :—*

Correct . . . The man whom I met is my friend.

Wrong . . . The man whom I met him is my friend.

## EXERCISES.

(a) What is meant by *antecedent* in grammar? Name the case and the antecedent of each of the relative pronouns in the following :—

- (1) The sheep which was lost is now found. (2) Was the man who called, the person whom you sent?
- (3) The girl whose life was in danger has now recovered. (4) He sold the picture that you admired.
- (5) They take the same lessons as we do. (6) The youth got what he wanted. (7) Tell me what you think. (8) Boats such as are seen in these rivers have large sails.

(b) Place suitable relatives in the following spaces :—

- (1) This is the house — he built. (2) He — sows hopes to reap. (3) The boy — finger was broken has gone home. (4) Tell your father — you saw. (5) There is the tree — fell. (6) I have the same teacher — you have. (7) This is the house of which we spoke. (8) The book — I am reading is not the same — yours.

(c) Give the kind, number, gender and case of each of the relatives in the following :—

- (1) The sailors whose ship was wrecked were rescued.
- (2) That old man whom you met is a miser. (3) Be kind to those who serve you. (4) The flowers which you see are mine. (5) The procession that you passed is a wedding party. (6) All that glitters is not gold. (7) The soldiers that we saw were well-drilled. (8) The wind which blows comes from the north.

## THE PRONOUN—*continued.*

A pronoun used for asking a question is called **interrogative**. *Example* : *Who spoke ?*

The interrogative pronouns are *who, whose, whom, which, what*, and their compounds formed with *—ever*.

An interrogative pronoun requires no antecedent.

A **demonstrative** pronoun is one that points to and is used instead of, a noun going before. *Examples* :

- i. This tree is taller than *that* in our garden.
- ii. Three bad plums and two good *ones*.
- iii. Of the fifteen candidates *none* failed.
- iv. He is your teacher, and as *such* you must obey him.

In the above examples

- i. *that* stands for a noun—*the tree*.
- ii. *ones*        „        „        —*plums*.
- iii. *none*       „        „        —*no candidate*.
- iv. *such*        „        „        —*the teacher*.

The other demonstrative pronouns are *this, these, those, one*. When one of these demonstratives takes the place of a noun it is a pronoun, but if it qualifies a noun—expressed or understood—it is an adjective.

Compare the use of the word *that* in each of the following sentences :—

- i. This tree is fruitful but *that* is barren.
- ii. My health is better than *that* of my brother.

In (i) *that* does not take the place of *the tree* : it keeps its adjectival function and points out *tree*, which is understood, but may—quite properly—be added.

In (ii) *that* takes the place of *the health*, and is, therefore, a pronoun : it would be incorrect to say . . . *than that health of my brother*.

## THE PRONOUN.

| Personal. | Relative. | Interrogative. | Demonstrative. |
|-----------|-----------|----------------|----------------|
| I         | who       | who            | this (these)   |
| thou      | which     | which          | that (those)   |
| he        | that      | what           | one (ones)     |
| she       | what      |                | none           |
| it        | as        |                | such           |
| one       | but       |                |                |

## EXERCISES.

(a) Why are interrogative pronouns so called ? What is the difference between a relative pronoun and an interrogative pronoun ?

(b) In the following sentences say which pronouns are relative and which are interrogative, and give the number, gender, and case of each :—

- (1) The man whom we met is the new gardener. (2) Who came to see me ? (3) Lend me the book which you have. (4) Which do you mean ? (5) He wondered whatever could have happened. (6) Whose is the paper which I put on the table ? (7) Harry asked what he should do. (8) Whom have you brought to help you ?

(c) How may a demonstrative pronoun be distinguished from an adjective ? Write a sentence containing the word *such* as an adjective and a sentence with it as a pronoun.

(d) Distinguish between adjectives and pronouns in the following :—

- (1) That stick is long. (2) Your stick is longer than that of your friend. (3) This is mine. (4) One sheep was lost. (5) There are the knives : buy the small one and send the larger ones back. (6) You ought not to say such things. (7) He at last became a general and as such he had more power. (8) Many were seen but none selected. (9) He has an arm like that of a blacksmith. (10) None but the brave deserve the fair.

5/12/19

## THE ADJECTIVE.

(Adjective means *added to*.)

A word added to a noun in order to point it out or qualify it is called an **adjective** ; adjectives may qualify pronouns.

Adjectives may be classified as follows :—

- i. Adjectives derived from proper nouns, as—*English, Alpine, Christian* : these are called **proper** adjectives, and each is written with a capital letter.
- ii. Adjectives that describe or tell us what sort, as—*hard, white, heavy, small* : these are called adjectives of **quality**.
- iii. Participles (of verbs), which also describe, as—a *jumping* frog, the *broken* stick : these are called **verbal** adjectives.
- iv. Adjectives that tell us how many or how much, as—*some, few, both, several, many* : these are called adjectives of **quantity**.  
*One, two, etc.*, are called **cardinal** numerals (*cardinal* means *principal*).  
*First, second, etc.*, are called **ordinal** numerals (*ordinal* means *showing order*).
- v. Adjectives that point out a thing without describing it : these are called **demonstrative** adjectives. The demonstrative adjectives are—*this* (pl. *these*), *that* (pl. *those*), *yon, yonder, such, same, other, one, any, certain, some, another, each, every, either, neither*.\*

The interrogatives *which* and *what* may also be demonstrative adjectives. *Example* : *Which* book do you want ?

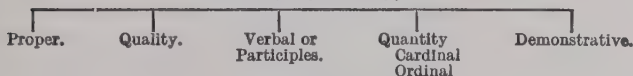
The demonstrative adjectives *an* (a) and *the* are called **articles** (see page 44).

\* *Each, every, either, and neither*, are sometimes called distributive adjectives (*distributive* means *allotting*).

Adjectives which are complements to verbs are said to be used predicatively. *Examples*: He was *rich*; The king became *powerful*. Adjectives which qualify directly are said to be used attributively.

*Example*: A *rich* man, *tall* girl.

### ADJECTIVES.



### EXERCISES.

(a) In the following sentences pick out the adjectives, name the class to which each belongs, and say what word it qualifies:—

- (1) This soldier is tall. (2) The men, weakened by thirst, drank of the running stream. (3) The broken window has been repaired. (4) Having bought the required book, they left the shop. (5) The officer sent a written message. (6) We bought some grapes and a few large peaches. (7) Both bicyclists were killed. (8) Give four pens to the first boy and three to the second. (9) This man came one day and showed a certain paper to the British consul, who lives in yonder house. (10) Each Tuesday afternoon such tales as these are read. (11) I know which boy will gain that prize. (12) Shakespearian plays are much read by German students.

(b) Insert suitable adjectives of quality:—

- (1) The — boy lives a — life. (2) The — lion killed the — mouse. (3) It was a — animal. (4) Oranges are — and lemons are —. (5) The — bird sang a — song. (6) — King Cole was a — — soul.

(c) Add adjectives of quantity:—

- (1) A — days ago — houses fell, and — people were killed. (2) The — man gave the — man — books. (3) He paid — penny for — pens. (4) There are — minutes in — hour. (5) After — days he returned. (6) — shillings make — pound.

## THE ARTICLE.

(Article means *little joint*.)

The little adjective placed before a noun to make it definite or indefinite is called an **article**.

The **definite** article is *the* : it may be used before nouns in either the singular or the plural number. *Example* : *the girl, the girls*. Its use is to particularise.

The **indefinite** article is *an* or *a* : it is used only before nouns in the singular number. *Example* : *an orange, a house*. Its use is to indicate only, without defining. *An* is now used only before a word beginning with a vowel or *h* mute. *Example* : *An eye, an old man, an hour*. Before other words *a* takes the place of *an*.

In the English language an article or other demonstrative adjective must precede a noun in the singular number if this noun (in the sense used) has also a plural number, unless such noun is limited by a noun or pronoun in the possessive case.

It is incorrect to say,—*he wears coat* or *he wears black coat*.

It is correct to say,—*he wears a (or the) coat* or *he wears a (or the) black coat*.

*He wears Ali's coat* is also correct.

The indefinite of material nouns such as *sugar, water, timber*, or of abstract nouns, such as *strength, wisdom*, which have no plural is, however, used without the article *a* or *an*. *Example* :—

*My horse likes sugar* (not — *a sugar*).

*Strength is needed* (not *a strength* —).

Each of the two sentences, *We learn from experience* and *It was a terrible experience*, is correct : in the first, *experience* is used generally, and—in the sense used—has no plural, while in the second, *experience* implies a single event, and—in the sense used—has a plural.

The adjective *some* may be regarded as the plural of *an* or *a*. *Examples* :—

Singular—*a book* ; plural—*some books*.

## THE ARTICLE.

Definite.  
(sing. and plur.)  
the.

Indefinite.  
(sing.)  
*a* (before consonants).  
*an* (before vowels).

## EXERCISES.

(a) Supply demonstrative adjectives :—

- (1) — man sang and — man played. (2) Ali lives in — house and Aziz lives in —. (3) He will come — day. (4) — apples are not ripe. (5) He told — boy to work the — sum. (6) We bought the — knife at the — shop.

(b) What is an article ? What is its use ? When should the definite article be used ?

(c) When should *an* be used and not *a*, and why ? Write one sentence containing both *an* and *a*.

(d) Place indefinite articles before the following words :—  
Bird, ox, honour, island, eye, honest man, horse, hermit.

(e) Give the kind, the degree of comparison (if any) and the use of each adjective in the following :—

- (1) Tell me, my dear friend, the title of that interesting book of which we were speaking. (2) The two men agreed that they had never met a happier or more pleasant companion in all their long travels. (3) Which city does he prefer ? London is the largest, Paris is the gayest, but the Eastern capital has the warmest and softest climate.



## COMPARISON OF ADJECTIVES.

Many adjectives of quality and four adjectives of quantity—*few, little, many, much*—have different forms which express three distinct degrees of qualification—positive, comparative and superlative.

- i. When the adjective is used in its simple form—as *good, rich, useful*—it is said to be in the **positive** degree.
- ii. When a comparison with one other thing, or group of things is implied—as *better, richer, more useful*—the adjective is said to be in the **comparative** degree.

Comparatives are usually followed by the conjunction *than*.

- iii. When a comparison with more than one other thing, or group of things, is implied—as *the best, the richest, the most useful*—the adjective is said to be in the **superlative** degree (*superlative* means *carried above*).

### Formation of Comparative and Superlative.

- i. Adjectives of one syllable. The comparative is formed by adding *—er*, and the superlative by adding *—est*, to the positive. *Examples :*

| Positive. | Comparative. | Superlative. |
|-----------|--------------|--------------|
| poor      | poorer       | poorest      |
| tall      | taller       | tallest      |

- ii. Adjectives of two or more syllables. The comparative is formed by prefixing the adverb *more*, and the superlative by prefixing the adverb *most* to the positive. *Examples :*

| Positive. | Comparative.   | Superlative.   |
|-----------|----------------|----------------|
| careful   | more careful   | most careful   |
| beautiful | more beautiful | most beautiful |

A few two-syllabled adjectives—principally those ending in *y* (happy, pretty, etc.)—take *—er* and *—est*.

iii. A few adjectives have irregular comparison :—

| Positive.          | Comparative. | Superlative. |
|--------------------|--------------|--------------|
| good, well         | better       | best         |
| bad, ill           | worse        | worst        |
| far                | farther      | farthest     |
| hind               | hinder       | hindmost     |
| little             | less         | least        |
| many               | more         | most         |
| much               | more         | most         |
| *late              | latter       | last         |
| *nigh              | nigher       | next         |
| *old (for persons) | elder        | eldest       |

\* Also a regular comparison with *—er* and *—est*.

#### COMPARISON OF ADJECTIVES.

| Small.  |             | Large. | Irregular. |
|---------|-------------|--------|------------|
| Comp.   | <i>—er</i>  | more—  | (12)       |
| Superl. | <i>—est</i> | most—  |            |

#### EXERCISES.

(a) State in how many ways and in what manner difference of degree in the quality denoted by an adjective may be shown.

(b) When is the comparative degree used? Give the comparative of each of the following :—strange, good, hind, much, idle, truthful.

(c) When is the superlative used? Give the superlative of each of the following :—curious, worse, gloomy, less, straight, latter.

(d) Write sentences, each to contain one of the following :—good, well, ill, worse, old, less, eldest, most, least, lazy.

## THE VERB.

(*Verb means word.*)

In making an assertion in English a verb must always be employed.

### Conjugation.

In order to conjugate a verb, that is, to give its various parts, it is necessary to know the present tense, past tense, and past participle.

1. Those verbs which form the past tense and past participle by adding *d* or *ed* or *t* to the present tense are called **weak**. *Examples :*

| Present. | Past.          | Past Participle. |
|----------|----------------|------------------|
| love     | love <i>d</i>  | love <i>d</i>    |
| jump     | jump <i>ed</i> | jump <i>ed</i>   |
| mean     | mean <i>t</i>  | mean <i>t</i>    |

Most weak verbs add *d* or *ed*. Those which add *t* are as follows :—

| Present. | Past.             | Past Participle.  |
|----------|-------------------|-------------------|
| bereave  | bereft (bereaved) | bereft (bereaved) |
| beseech  | besought          | besought          |
| bring    | brought           | brought           |
| burn     | burnt (burned)    | burnt (burned)    |
| buy      | bought            | bought            |
| catch    | caught            | caught            |
| creep    | crept             | crept             |
| deal     | dealt             | dealt             |
| dream    | dreamt (dreamed)  | dreamt (dreamed)  |
| dwell    | dwelt (dwelled)   | dwelt (dwelled)   |
| feel     | felt              | felt              |
| keep     | kept              | kept              |
| kneel    | knelt (kneeled)   | knelt (kneeled)   |
| lean     | leant (leaned)    | leant (leaned)    |
| leave    | left              | left              |
| lose     | lost              | lost              |
| mean     | meant             | meant             |
| seek     | sought            | sought            |
| sleep    | slept             | slept             |
| smell    | smelt (smelled)   | smelt (smelled)   |
| spell    | spelt             | spelt             |
| spill    | spilt (spilled)   | spilt (spilled)   |
| sweep    | swept             | swept             |
| teach    | taught            | taught            |
| think    | thought           | thought           |
| weep     | wept              | wept              |

The following weak verbs which end in *d* or *t* in the present tense omit adding another *d* or *t* in the past tense and past participle in order to avoid repetition of the same sound: some change *d* to *t*, others shorten the vowel :—

| Present. | Past.           | Past Participle. |
|----------|-----------------|------------------|
| bend     | bent            | bent             |
| build    | built (builted) | built (builted)  |
| lend     | lent            | lent             |
| rend     | rent            | rent             |
| send     | sent            | sent             |
| spend    | spent           | spent            |
| wend     | went (wended)   | (wended)         |
| bleed    | bled            | bled             |
| breed    | bred            | bred             |
| feed     | fed             | fed              |
| speed    | sped            | sped             |
| meet     | met             | met              |
| lead     | led             | led              |
| read     | read            | read             |
| light    | lit (lighted)   | lit (lighted)    |
| shoot    | shot            | shot             |

The following weak verbs have each the same form for the present, past, and past participle :—*Bet, burst, cast, cost, cut, hit, hurt, let, put, rid, set, shed, shut, slit, spit*, (past tense *spit* or *spat*), *split, spread, thrust*.

The parts of the following weak verbs should be specially noticed :—

| Present. | Past. | Past Participle. |
|----------|-------|------------------|
| flee     | fled  | fled             |
| have     | had   | had              |
| make     | made  | made             |
| sell     | sold  | sold             |
| shoe     | shod  | shod             |
| tell     | told  | told             |
| lay      | laid  | laid             |
| pay      | paid  | paid             |
| say      | said  | said             |

**THE VERB. Conjugation—continued.**

2. Those verbs which form the past tense from the present by changing the internal vowel and have, or had formerly, the suffix *en*, *n*, or *ne* in the past participle, are called **strong**.

(a) Those which still have the suffix in the past participle are :—

| Present.          | Past.   | Past Participle. |
|-------------------|---------|------------------|
| arise             | arose   | arisen           |
| bear              | bore    | borne            |
| bear (give birth) | bore    | born             |
| bid               | bade    | bidden           |
| bite              | bit     | bitten           |
| blow              | blew    | blown            |
| break             | broke   | broken           |
| chide             | chid    | chidden          |
| choose            | chose   | chosen           |
| draw              | drew    | drawn            |
| drive             | drove   | driven           |
| eat               | ate     | eaten            |
| fall              | fell    | fallen           |
| fly               | flew    | flown            |
| forbear           | forbore | forborne         |
| forget            | forgot  | forgotten        |
| forsake           | forsook | forsaken         |
| freeze            | froze   | frozen           |
| give              | gave    | given            |
| go                | went*   | gone             |
| grow              | grew    | grown            |
| hide              | hid     | hidden           |
| know              | knew    | known            |
| lie               | lay     | lain             |
| ride              | rode    | ridden           |
| rise              | rose    | risen            |
| see               | saw     | seen             |
| shake             | shook   | shaken           |
| slay              | slew    | slain            |
| smite             | smote   | smitten          |
| speak             | spoke   | spoken           |
| steal             | stole   | stolen           |
| stride            | strode  | stridden         |
| strive            | strove  | striven          |
| swear             | swore   | sworn            |
| take              | took    | taken            |
| tear              | tore    | torn             |
| thrive            | throve  | thriven          |
| throw             | threw   | thrown           |
| tread             | trod    | trodden          |
| wear              | wore    | worn             |
| weave             | wove    | woven            |
| write             | wrote   | written          |

\* (Derived from another verb—wend.)

(b) Those which have lost the past participle suffix are :—

| Present. | Past.  | Past Participle. |
|----------|--------|------------------|
| abide    | abode  | abode            |
| awake    | awoke  | awoke            |
| become   | became | become           |
| bind     | bound  | bound            |
| begin    | began  | begun            |
| behold   | beheld | beheld           |
| cling    | clung  | clung            |
| come     | came   | come             |
| dig      | dug    | dug              |
| drink    | drank  | drunk            |
| fight    | fought | fought           |
| find     | found  | found            |
| fling    | flung  | flung            |
| get      | got    | got              |
| grind    | ground | ground           |
| hold     | held   | held             |
| ring     | rang   | rung             |
| run      | ran    | run              |
| shine    | shone  | shone            |
| shrink   | shrank | shrank           |
| sing     | sang   | sung             |
| sink     | sank   | sunk             |
| sit      | sat    | sat              |
| slide    | slid   | slid             |
| sling    | slung  | slung            |
| slink    | slunk  | slunk            |
| spin     | span   | spun             |
| spring   | sprang | sprung           |
| stand    | stood  | stood            |
| stick    | stuck  | stuck            |
| sting    | stung  | stung            |
| stink    | stank  | stunk            |
| strike   | struck | struck           |
| string   | strung | strung           |
| swim     | swam   | swum             |
| swing    | swung  | swung            |
| win      | won    | won              |
| wind     | wound  | wound            |
| wring    | wrung  | wrung            |

## THE VERB. Conjugation—*continued*.

3. The following verbs have a weak past tense and (except *crow*) a strong past participle: they may therefore be called verbs of mixed conjugation.

| Present. | Past.          | Past Participle. |
|----------|----------------|------------------|
| beat     | beat           | beaten           |
| crow     | crew (crowed)  | crowed           |
| do       | did            | done             |
| hang     | hung (hanged)* | hung (hanged)*   |
| hew      | hewed          | hewn             |
| mow      | mowed          | mown             |
| saw      | sawed          | sawn             |
| shave    | shaved         | shaven           |
| shear    | sheared        | shorn            |
| show     | showed         | shown            |
| sow      | sowed          | sown             |
| strew    | strewed        | strewn           |
| swell    | swelled        | swollen          |

\* *Hanged* is used in reference to an execution.

4. A few verbs have no participles and hence are called *defective*: those most commonly used are—*shall* (past *should*), *will* (past *would*), *may* (past *might*), *can* (past *could*), *must*, *ought*. These verbs in a sentence are followed by an infinitive. *Examples*:

He ought *to try*. You can *do* this work.

### VERBS. Conjugation.

| Past<br>Past part. | Weak   | Mixed<br>weak<br>strong | Strong<br>vowel change<br>—en, —n, —ne | Defective<br>no past part. |
|--------------------|--|-------------------------|--|----------------------------|
|                    | <div style="display: inline-block; vertical-align: middle;"> <div style="font-size: 2em; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle; text-align: left;">           —d<br/>—ed<br/>—t         </div> </div> |                         |  |                            |



## EXERCISES.

(a) For what reason is *d* or *t* not added to form the past tense and past participle of read, meet, spend, build, feed ?

(b) Give the present tense and past participle of the following verbs—slew, rose, lay, stole, froze, forsook, wove, swore.

(c) What is meant by a *weak* verb ? Give the past tense and past participle of—bring, lose, think, sleep, keep, mean, buy, weep.

(d) Into what two classes may *strong* verbs be divided ? Arrange the following verbs in the two classes you name—see, forget, gave, shook, sing, dig, forbear, slid, bind, wear, swing, rode, sting, blew, sink.

(e) What is understood by *verbs of mixed conjugation* ? Add the two other parts essential for the conjugation of the following verbs—saw, beat, hang, shave, crow, show.

(f) What are *defective* verbs ? What complement follows these verbs ? Write two sentences containing defective verbs and underline the complement in each.

(g) Write the present, past and past participle of all the verbs which form their past participles in *ne*.

## THE VERB: Voice.

A sentence having a transitive verb for its predicate may be formed in two ways; thus:—

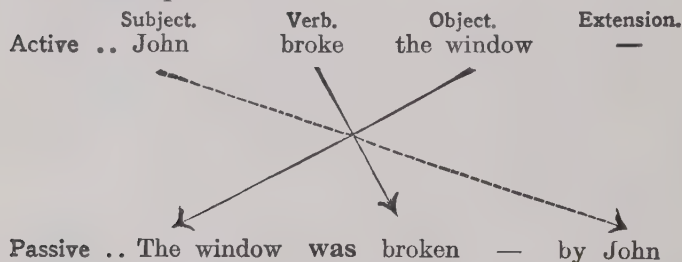
(i) Men eat flesh.

(ii) Flesh is eaten by men.

In (i) the subject of the verb acts : that is, is the doer of the action, and the verb is said to be used in the **Active** voice.

In (ii) the subject of the verb is not the doer, but the bearer of the action, and the verb is said to be used in the **Passive** voice.

To transpose the active voice into the passive, the object is made the subject, and the past participle of the verb is used with a part of the verb *to be* corresponding in tense. *Example :*



Verbs that have an indirect object may be transposed from the active to the passive by making either the direct or the indirect object the subject. *Example :*

Active .. The boy gave me a flower.

Passive .. { i. A *flower* was given me by the boy.  
 { ii. *I* was given a flower by the boy.

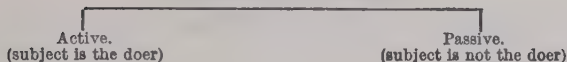
The object still left in such examples is called a **re-tained** object.

An intransitive verb taking a cognate object may be in the active or passive voice. *Examples :*

Active . . . . He *ran* a race.

Passive . . . . The race *was run*.

## TRANSITIVE VERBS.



## EXERCISES.

(a) What is meant by *voice* in grammar ?

(b) Define *active voice* and *passive voice*. Arrange the verbs in the following sentences in two classes according to voice :—

- (1) The farmer shot two crows. (2) Tell me the story.  
 (3) The school bell was rung loudly. (4) This man will hurt himself. (5) The thick branches will be cut to-morrow. (6) A poor boy has been drowned in the river. (7) The lightning struck the house and cracked one of the walls. (8) Twenty ships had been built by the end of 1903. (9) Carry him away. (10) This was made by the carpenter. (11) Write a letter to your father. (12) You were seen by many people.

(c) What are the changes necessary to convert a verb in the active voice into the passive voice ?

(d) Change the voice of the verbs in the following sentences :—

- (1) The shepherd saw the new moon. (2) The orange has been eaten by some boy. (3) A fat sheep was killed by the butcher. (4) He read that nice book. (5) The child was found by a soldier. (6) The ship had struck the rock. (7) My father bought me a large atlas. (8) The boys call him bad names. (9) Some money was given me by my aunt. (10) Fred lent me his knife. (11) The driver will show us the way. (12) Will you bring your brother with you ?

## THE VERB: Mood.

The manner or form in which the verb expresses an action or state is called mood (*mood* means *measure* or *manner*).

- i. In stating a fact or making an inquiry we employ the ordinary mood, called **indicative** (*indicative* means *proclaiming*). *Examples* :—

He wrote the lesson. Will they come ?

- ii. To express a command or a request the **imperative** mood is employed (*imperative* means *commanding*). *Example* :—

Bring the pen.

The imperative is used only in the present tense and 2nd person ; its subject is generally *understood*.

- iii. When we wish to express (a) a purpose, (b) a condition, (c) a wish, or (d) a doubt, we often use the **subjunctive** (*subjunctive* means *joined under*). *Examples* :—

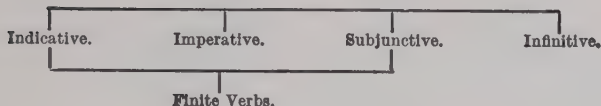
- |  |           |
|--|-----------|
| (a) I gave him paper that he <i>might</i> write    |           |
| to his father . . . . .                            | purpose   |
| (b) You can do nothing unless he <i>help</i> you   | condition |
| (c) <i>May</i> he <i>succeed</i> ! . . . . .       | wish      |
| (d) Our visitor <i>may</i> arrive to-day . . . . . | doubt     |

*May, should* and *would*, are often used as auxiliaries for the subjunctive. *If, though, lest, unless* and *although* are conjunctions frequently used with the subjunctive.

**Test for the subjunctive** :—If, without changing the meaning, we can say *as may* or *may not be the fact* after the conjunction, then the verb is in the subjunctive mood ; but if *as is the fact* can be more properly inserted, then the verb is in the indicative mood.

- iv. When we refer to an action or state without limiting it to any subject we use the **infinitive** (*infinitive* means *unlimited*). *Examples* : To speak, To have worked hard.

## MOOD.



## EXERCISES.

(a) What is *mood* in grammar ? Name the moods used in English.

(b) State under what conditions each mood is used, and show how, by giving one example for each.

(c) How do you know the subjunctive mood when the same verb may be used for both subjunctive and indicative ? Give an example.

(d) Classify the verbs in the following sentences according to mood :—

- (1) Pass me the ruler. (2) Darkness is sent that we may rest from work. (3) I will not go unless he accompany me. (4) He likes to sing, and he can sing well. (5) Come with me. (6) You must walk quickly, because my uncle walks quickly. (7) Explain this to your brother lest he should make a mistake. (8) Will they support me ? (9) The Hindu was killed while trying to capture a tiger. (10) If you do not finish quickly I shall not wait for you. (11) When shall we leave this town ? (12) Set the poor bird free. (13) The bear was seen to climb a tree. (14) Look ! the sun sinks in the west to close the day. (15) " May you always be happy ! " were his parting words. (16) If it be fine I shall certainly come. (17) Trust not the stranger, lest he betray thee. (18) Should you see Henry, tell him to call. (19) Though he ask me twenty times I will not consent. (20) We cannot leave except we receive permission.

## THE INFINITIVE.

The infinitive is that mood of the verb which names the action without direct reference to a *doer*, hence the infinitive is *not limited* by person or number.

*Example* : *To err* is human.

The word *to* usually precedes the infinitive, but the following verbs take the infinitive after them without *to* :—*Hear, see, feel, know, watch, behold, observe, make, need, bid, let, do, shall, will, may, can, must.* *Examples* :—

We heard the lark *sing*.

Let him *fly*.

Soldiers must *obey* orders.

### Uses of the Infinitive.

(i) The infinitive—as a **noun**—may be the subject, object, or complement to a verb and may even be object to a preposition. *Examples* :—

*To work* gives pleasure . . . subject.

They wish *to work* . . . object.

The mason seemed *to work* hard complement.

The ant does little except *work* obj. gov'd. by prep.

(ii) The infinitive may also be used as

An adjective to qualify a noun. *Example* :—

I have no money *to spend* . qualifying “money.”

Or an adverb to modify a verb or adjective. *Examples* :—

Pupils come here *to learn* . modifying *come*.

Hasan is eager *to begin* . modifying *eager*.

When used as a noun the infinitive is called the **simple infinitive**, and when used as a qualifying word—adjective or adverb—it is called the **gerundial infinitive**.

A verb has at least four different forms of the infinitive, corresponding to the four forms of each tense.

i. *To eat* . . . . . simple form.

ii. *To be eating* . . . . . continuous.

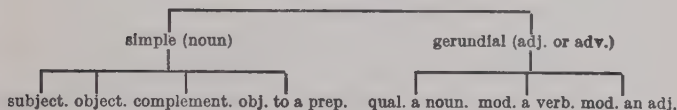
iii. *To have eaten* . . . . . perfect.

iv. *To have been eating* . . . perfect continuous.

Transitive verbs, however, have two additional forms with their passive voice :—

- v. To be eaten . . . . . simple passive.  
 vi. To have been eaten . . . . . perfect passive.

### THE INFINITIVE.



### EXERCISES.

(a) What does *infinitive* mean? Why is the infinitive mood so called?

(b) Point out how the infinitive differs from the other moods. Form sentences each to contain an infinitive and a verb in one of the three other moods.

(c) Point out the infinitives in the following and state the use of each :—

- (1) There are several houses to let in our road. (2) If you wish to succeed you have no time to waste. (3) To spend a little less than we earn is safe economy. (4) Set your brother an example to be imitated and make him work harder. (5) The prisoner appears to have entered the house. (6) We are going to pay a visit to your uncle. (7) The fox found plenty of water to drink. (8) Workmen are about to pull down this old house. (9) Be careful to pay attention to all you hear. (10) These robberies are said to have been going on for several years. (11) It is better to have loved and lost than never to have loved at all. (12) To be or not to be, that is the question.



## THE VERB: TENSE.

The change in the form of a verb to denote present, past, or future time, is called **Tense** (*tense* means *time*).

Each of the three principal divisions of time has four forms, which we may call—

- i. Simple.
- ii. Continuous, which denotes **that** the action or state is, was, or will be *going on*.
- iii. Perfect, which denotes the connection of a completed action or state with the present, past, or future.
- iv. Perfect-continuous, which denotes the connection of an uncompleted action or state with the present, past, or future.

| <i>Examples.</i>         | <i>Tense.</i>      |            |
|--------------------------|--------------------|------------|
| He eats                  | Simple             | } PRESENT. |
| He is eating             | Continuous         |            |
| He has eaten             | Perfect            |            |
| He has been eating       | Perfect-continuous |            |
| He ate                   | Simple             | } PAST.    |
| He was eating            | Continuous         |            |
| He had eaten             | Perfect            |            |
| He had been eating       | Perfect-continuous |            |
| He will eat              | Simple             | } FUTURE.  |
| He will be eating        | Continuous         |            |
| He will have eaten       | Perfect            |            |
| He will have been eating | Perfect-continuous |            |

A sentence may contain two or more clauses, each with its own verb ; and, when this is so, one of the clauses is the most important or the principal, and the other or others are dependent :—

- (i) If the verb of the principal clause is in a *past* tense, the verb in a dependent clause should also be in a *past* tense. *Example* :—

The boy *told* me that he . . . *came, had come,*  
etc.

(ii) If the verb of the principal clause is in a *present* or a *future* tense, the verb in a dependent clause can be in *any* tense whatever. *Example :—*

We *know* that he . . . *came, comes, will come*, etc.

One important exception to rule (i) occurs when the dependent clause shows comparison. *Example :—*

He *loved* you more than he *loves* me.

Another exception occurs when the dependent clause indicates a general truth. *Example :—*

You *learned* that planets *are* round bodies.

### EXERCISES.

(a) What is understood by *tense* ? Which tenses are formed without the help of another verb ? Which require the help of *one* other verb ? of *two* ? of *three* ?

(b) Give (i) all the tense forms of the verb *talk* that require the help of the verb *be* ; and (ii) all tense forms of the verb *take* that require the help of the verb *have*.

(c) Write the different forms of the present and past tenses with an example of each form.

(d) What is meant by a *perfect* tense ? Name the perfect tenses.

(e) Classify the following verbs according to tense :—

- (1) Shall we have completed our task by sunset ?
- (2) The lark sings while it is flying.
- (3) He was approaching the door when he fell.
- (4) The fisherman has seen the boat for which I was searching.
- (5) The man has been working two hours.
- (6) They had been riding since noon and had now covered twenty miles.
- (7) He ate the apple and said, "Will you please give me another for Fred ?"
- (8) The evening will come and then our work will be finished.
- (9) The sun will have set before you return.
- (10) Has my daughter been walking to-day ?
- (11) The boy had been running too fast.
- (12) He will have been studying Arabic for six months by the end of next week.
- (13) The master was seen to be reading when they opened the door.
- (14) My uncle will be waiting when we arrive.
- (15) The visitor had not left when we returned.
- (16) Did you speak ?
- (17) Do lions attack men ?
- (18) Does this weather please you ?

## NEGATION AND INTERROGATION.

For the **negative** form of a verb, the adverb *not* is employed. If the verb already consists of more than one word—as it does in all tenses except two—the *not* is placed after the first word of the verb. *Examples* :—

He has *not* eaten.

He will *not* have eaten.

As the verb in two of the tenses—present simple and past simple—consists of only one word, the negative of these tenses is formed by using the auxiliary *do* (past *did*) with the infinitive of the verb. *Examples* :—

He *does not* eat . . . present simple.

He *did not* eat . . . past simple.

For the **interrogative** form of a verb, the *subject* is placed after the first word of the verb. *Examples* :—

Is *he* eating ?

Will *he* be eating ?

In the present simple and past simple tenses we again employ the auxiliary *do* with the infinitive. *Examples* :—

*Does* he eat ? . . . present simple.

*Did* he eat ? . . . past simple.

The verb *be*, however, forms its present simple and past simple tenses, both negatively and interrogatively, without the help of *do*. *Examples* :—

The boy *was not* here . . . negative.

Are those papers ready ? . . . interrogative.

The defective verbs *may*, *can*, and *must*, which are always closely followed by the infinitive of another verb, never require the use of *do* as an auxiliary ; while the verb *have* may be used with or without the auxiliary. *Example* :—

*Had* he the book ? or *Did* he *have* the book ?

## EXERCISES.

(a) Change the verbs in the following sentences into the negative form :—

- (1) A stitch in time saves nine. (2) She had been visiting her aunt. (3) You will have finished your work soon. (4) They have been playing football. (5) Tom has a good friend. (6) Make hay while the sun shines. (7) Their father is rich. (8) I like to listen to music. (9) The cats ate all the fish. (10) We found a ring. (11) Thou thinkest deeply. (12) Camels can carry heavy loads. (13) Leave the room. (14) This building used to be a palace.

(b) Change the verbs in the following sentences into the interrogative form :—

- (1) The little boy has caught a fish. (2) I go there every day. (3) You have been running fast. (4) The builders will have completed their work by Monday. (5) We kept the dog in the yard. (6) Reapers had been cutting the corn. (7) You and your brother will be leaving soon. (8) Thou wentest by the way of the river. (9) Rover had been running in the mud. (10) The letter came yesterday. (11) We had a very pleasant holiday. (12) Men must work and women must pray. (13) The Nile rises in summer. (14) He is as tall as I.

(c) Change the sentences in Exercise (a) into the interrogative form.

(d) Change the sentences in Exercise (b) into the negative form.

## THE VERB: Person and Number.

The verb always agrees with its subject in person and number. *Example* :—

The collection of books *was* lost (not *were* lost).

(*N.B.*—This rule differs from Arabic, where the verb is singular when it precedes the subject.)

If two or more subjects in the singular number are joined by *and*, the verb must be plural, because the connected subject, in this case, denotes more than one; but if joined by *or* or *nor* the verb must be singular, because, in this case, the individual subjects are considered separately. *Examples* :—

|                       |             |   |   |   |           |
|-----------------------|-------------|---|---|---|-----------|
| Ahmed and Ali         | <i>go</i>   | . | . | . | plural.   |
| Ahmed or Ali          | <i>goes</i> | . | . | . | singular. |
| Neither Ahmed nor Ali | <i>goes</i> |   |   |   | singular. |

## THE VERB : Participles.

A participle is a word derived from a verb but partaking of the nature of both adjective and verb (*participle* means *sharing*). There are three forms of participles—present, past, and perfect; but the present participle and the perfect participle of transitive verbs are each sub-divided into active and passive.

### PARTICIPLES.

|         | Intransitive. | Transitive.          |                                   |
|---------|---------------|----------------------|-----------------------------------|
| Present | jumping       | Active<br>Passive    | loving<br>being loved             |
| Past    | jumped        | Passive (only) loved |                                   |
| Perfect | having jumped | Active<br>Passive    | having loved<br>having been loved |

The present participle, besides being used as an adjective, is used with the verb *to be* to form the continuous tenses.

The past participle, besides being used as an adjective, is used :—

- i. With the verb *to be* for all tenses of the passive voice.
- ii. With the verb *to have* for all perfect tenses.

### EXERCISES.

(a) Tell the person and number of each of the following verbs :—

- (1) Fish live in the sea. (2) The salmon swims well.
- (3) Salmon are caught in this river. (4) If I were he I would stay at home. (5) The flock of rooks flew past. (6) Can we see Jupiter's moons? (7) I will not let thee go except thou bless me. (8) The army marched all night. (9) Call me early, mother!
- (10) If he come we shall see him.

(b) When is a verb in the plural number used with subjects which are in the singular number? Give an example.

(c) What is a participle? Write all the participial forms of the verbs *strike* and *come*.

(d) Classify the participles in the following :—

- (1) Burning with shame the young orator sat down.
- (2) Having removed the burnt wood the gardener began to dig. (3) Bruised and bleeding from having fallen he crawled to the house. (4) The young soldier, beloved by all and opposed by none, having been chosen leader, at once took command. (5) Having escaped this danger, the traveller resumed his journey. (6) Toiling, rejoicing, sorrowing, onward through life he goes. (7) Something attempted, something done, has earned a night's repose. (8) Being wounded, the soldier remained lying on the wet ground.

## THE VERB: Auxiliaries.

There are six verbs in English—*be, have, do, shall, will, and may*—which are frequently used with other verbs to help in expressing voice, mood or tense. When thus used, these verbs are called **auxiliary verbs** (*auxiliary* means *helping*).

- i. Any part of the verb *to be*, when used with the present participle of another verb, becomes an auxiliary of the continuous tense. *Examples :—*

*I am writing.*

*They were playing.*

Any part of the verb *to be*, when used with the past participle of a transitive verb, becomes an auxiliary of the passive voice. *Examples :—*

*She is killed.*

*It was moved.*

- ii. The present and past tenses of the verb *to have*, when used with the past participle of another verb, become auxiliaries of the perfect tense. *Examples :—*

*You have finished.*

*We had left the room.*

N.B.—Certain verbs of motion, such as *come, go*, may form their perfect tenses with the auxiliary verb *be* instead of *have*. *Examples :—*

*The summer is come (means has come).*

*The train was gone (means had gone).*

- iii. The present and past tenses of the verb *to do*, when used with the infinitive form of another verb, became auxiliaries of

(a) Negation. *Example : John does not sing.*

(b) Interrogation. *Example : Do you know me ?*

(c) Emphasis. *Example : He did struggle.*



TABLE OF AUXILIARIES.

| Auxiliary. | Parts Used.              | With                                | Function.                          |
|------------|--------------------------|-------------------------------------|------------------------------------|
| be         | .. any part .. ..        | present participle .. ..            | continuous form of tense.          |
| "          | " .. ..                  | past part. of trans. verb .. ..     | passive voice.                     |
| "          | " .. ..                  | past part. of verbs of motion .. .. | perfect tenses.                    |
| have       | .. pres. and past tenses | past part. of any verb .. ..        | "                                  |
| do         | "                        | simple infinitive form of any verb  | negation, interrogation, emphasis. |
| shall      | .. shall .. ..           | " "                                 | future tense, 1st person.          |
| "          | .. should .. ..          | " "                                 | subjunctive mood.                  |
| will       | .. will, wilt .. ..      | " "                                 | future tense, 2nd and 3rd persons. |
| "          | .. would .. ..           | " "                                 | subjunctive mood.                  |
| may        | .. may, might .. ..      | " "                                 | "                                  |

## THE VERB: Auxiliaries—continued.

- iv. *Shall* is used, with the first person only, as an auxiliary of the future tense. *Example* :—

We *shall* go.

*Should*—the past of *shall*—is used as an auxiliary of the subjunctive mood. *Example* :—

He ran fast lest he *should* miss the train.

- v. *Will* is used as an auxiliary of the future tense in the 2nd and 3rd persons. *Examples* :—

Thou *wilt* succeed.

They *will* come.

*Would*—the past of *will*—is used as an auxiliary of the subjunctive mood. *Example* :—

He *would* win if he tried.

- vi. *May* and its past tense *might* are used as auxiliaries of the subjunctive mood. *Examples* :—

*May* you live long !

He hoped that fortune *might* favour him.

*N.B.*—Each of the six verbs used as auxiliaries may be used also as an independent verb. *Examples* :—

Be . . . He *is* happy.

Have . . . I *have* the paper.

Do . . . She *has* done her work.

Shall . . . Thou *shalt* not steal.

Will . . . We *will* now commence.

May . . . You *may* often see them.

## AUXILIARY VERBS.

| Voice<br>(be) | Subjunctive Mood<br>(may, might)<br>(should)<br>(would) | Tense<br>(be)<br>(have)<br>(shall, will) | Various<br>(do) |
|---------------|---|--|-----------------|
|---------------|---|--|-----------------|

**EXERCISES.**

(a) Define auxiliary verbs, and give their uses.

(b) Name the chief kinds of auxiliary verbs, and write separate sentences illustrating their use.

(c) Arrange in three classes—voice, mood and tense—the auxiliaries in the following sentences :—

- (1) The tennis ball was found. (2) The lad will go.  
(3) I was walking. (4) My stick was broken. (5)  
The sun had set. (6) They were waiting. (7) Did  
you meet them ? (8) Much rain had fallen. (9)  
Shall we see the prince ? (10) He ran quickly,  
lest he should be too late. (11) They did try hard !  
(12) If he could do it all, he ought to have done so.  
(13) Will you visit Paris ? (14) He had then ridden  
ten miles. (15) I trust I may have the pleasure of  
meeting you there. (16) If he should come I would  
ask him to stay a few days. (17) He was working  
hard, and had already written three pages. (18)  
May I ask whether you would like to speak to him  
or to his brother ? (19) This lamp does not give  
sufficient light. (20) You must come with me, or  
I may miss the house.

## CONJUGATION OF THE VERB "TO BE."

## INDICATIVE MOOD.

## Present.

| Simple.  |          |          | Perfect.       |                |
|----------|----------|----------|----------------|----------------|
|          | Sing.    | Plur.    | Sing.          | Plur.          |
| 1st per. | I am     | We are   | I have been    | We have been   |
| 2nd per. | Thou art | You are  | Thou hast been | You have been  |
| 3rd per. | He is    | They are | He has been    | They have been |

## Past.

| Simple.  |           |           | Perfect.        |               |
|----------|-----------|-----------|-----------------|---------------|
|          | Sing.     | Plur.     | Sing.           | Plur.         |
| 1st per. | I was     | We were   | I had been      | We had been   |
| 2nd per. | Thou wast | You were  | Thou hadst been | You had been  |
| 3rd per. | He was    | They were | He had been     | They had been |

## Future.

## Simple.

|          | Sing.        | Plur.        |
|----------|--------------|--------------|
| 1st per. | I shall be   | We shall be  |
| 2nd per. | Thou wilt be | You will be  |
| 3rd per. | He will be   | They will be |

## Perfect.

|          | Sing.               | Plur.               |
|----------|---------------------|---------------------|
| 1st per. | I shall have been   | We shall have been  |
| 2nd per. | Thou wilt have been | You will have been  |
| 3rd per. | He will have been   | They will have been |

## SUBJUNCTIVE MOOD.

## Present.

## Past.

|          | Sing.      | Plur.      | Sing.        | Plur.        |
|----------|------------|------------|--------------|--------------|
| 1st per. | If I be    | If we be   | If I were    | If we were   |
| 2nd per. | If thou be | If you be  | If thou wert | If you were  |
| 3rd per. | If he be   | If they be | If he were   | If they were |

## IMPERATIVE MOOD.

Sing. Be (thou).

Plur. Be (you).

## INFINITIVE MOOD.

Present. To be.

Perfect. To have been.

## CONJUGATION OF THE VERB "TO SEE."

## INDICATIVE MOOD.

## Present.

*\*Active Voice. Simple.*

## Perfect.

|          | Sing.      | Plur.    | Sing.          | Plur.          |
|----------|------------|----------|----------------|----------------|
| 1st per. | I see      | We see   | I have seen    | We have seen   |
| 2nd per. | Thou seest | You see  | Thou hast seen | You have seen  |
| 3rd per. | He sees    | They see | He has seen    | They have seen |

## Past.

## Simple.

## Perfect.

|          | Sing.       | Plur.    | Sing.          | Plur.         |
|----------|-------------|----------|----------------|---------------|
| 1st per. | I saw       | We saw   | I had seen     | We had seen   |
| 2nd per. | Thou sawest | You saw  | Thou hast seen | You had seen  |
| 3rd per. | He saw      | They saw | He had seen    | They had seen |

## Future.

## Simple.

|          | Sing.         | Plur.         |
|----------|---------------|---------------|
| 1st per. | I shall see   | We shall see  |
| 2nd per. | Thou wilt see | You will see  |
| 3rd per. | He will see   | They will see |

## Perfect.

|          | Sing.               | Plur.               |
|----------|---------------------|---------------------|
| 1st per. | I shall have seen   | We shall have seen  |
| 2nd per. | Thou wilt have seen | You will have seen  |
| 3rd per. | He will have seen   | They will have seen |

## SUBJUNCTIVE MOOD.

## Present.

## Past.

|          | If I see    | If we see   | If I saw    | If we saw   |
|----------|-------------|-------------|-------------|-------------|
| 1st per. |             |             |             |             |
| 2nd per. | If thou see | If you see  | If thou saw | If you saw  |
| 3rd per. | If he see   | If they see | If he saw   | If they saw |

## IMPERATIVE MOOD.

Sing. See (thou).

Plur. See (you).

## INFINITIVE MOOD.

Present. To see.

Perfect. To have seen.

\* The conjugation of any verb in the Passive Voice is shown by adding the past participle of the verb to the conjugation of the verb *to be*.

## THE ADVERB.

(*Adverb means to a verb.*)

Adverbs may be classified as follows :—

- i. Adverbs which tell when. *Example* : Now, then, soon, presently, immediately, at once, yesterday, to-day, to-morrow, afterwards, already, instantly, before, since, early, late, ago, when ?—these are called **adverbs of time**. The following denote **repetition, or continuity**—once, twice, thrice, firstly, secondly, etc., again, often, always, frequently, sometimes, seldom, ever, never.
  - ii. Adverbs which tell where. *Example* : Here, there, hence, thence, hither, thither, in, out, inside, outside, within, without, up, down, near, far, above, below, away, off, everywhere, yonder, backwards, forwards, somewhere, where ?—these are called **adverbs of place**.
  - iii. Adverbs which tell how. *Example* : Well, badly, thus, so, and most adverbs formed by adding **ly** to an adjective of quality : nicely, sweetly, etc., —these are called **adverbs of manner**.
  - iv. Adverbs which tell how much. *Example* : Almost, quite, rather, very, little, much, too, so, partly, wholly, exceedingly, nearly, scarcely, slightly —these are called **adverbs of degree**. *Adverbs of this class are used to modify adjectives and adverbs as well as verbs.*
  - v. Adverbs such as *indeed, certainly, undoubtedly*, are called **adverbs of affirmation** (*affirmation means making strong*).
- Adverbs such as *no* (He ran *no* farther), *not*, are called **adverbs of negation** (*negation means denial*).
- Adverbs such as *perhaps, possibly, likely*, are called **adverbs of doubt**.

## EXERCISES.

(a) Classify the adverbs in the following sentences and give the words they modify :—

- (1) Soon he came back again. (2) Where does the doctor live? (3) This clerk writes very well. (4) Certainly, I will accompany you. (5) His work is exceedingly good. (6) Tom speaks rather slowly. (7) The children ran away quickly. (8) The gentleman came down afterwards. (9) Always work hard! (10) Thither the people slowly moved. (11) Our train travelled slightly faster. (12) I shall not come to-morrow. (13) The peasants work much harder in summer. (14) Soldiers scoured the country far and near. (15) Ever afterwards he remembered those words. (16) Undoubtedly he will gain a prize. (17) The soldier fell severely wounded. (18) The lion, roaring fiercely, sprang upon the keeper.

(b) Place different adverbs of time in the following spaces :—

- (1) John returned ——. (2) He rises — and — goes for a walk. (3) My brother has — passed the examination. (4) He stood up ——. (5) Go to your place ——. (6) Boys — make mistakes.

(c) Insert different adverbs of place, manner, or degree, as required, in the spaces following :—

- (1) The dog stood — waiting — patiently. (2) They live — and work —. (3) The cupboard is — empty. (4) Camels walk — slowly. (5) The man is — well again. (6) The beggar stood — and knocked — at the door. (7) Take — your wet boots. (8) This is a — better book than that. (9) He walked — and — in front of the house. (10) The question is — difficult for you.



## THE ADVERB—*continued.*

The relative words—*when, where, whence, whenever, wherever*, to which we may add *how*, are adverbs when used for interrogation. *Examples* :—

*Where* has he been ?

*Whence* came you ?

But when used to connect clauses, these words must— from the nature of the work they do in the sentence—be considered as conjunctions.

Besides modifying single parts of speech, adverbs may also modify :—

(i) Prepositional phrases. *Example* :—

He was struck exactly on his ear.

(ii) Clauses. *Example* :—

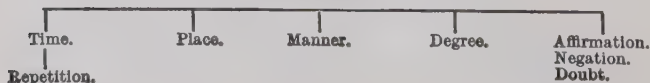
We met them shortly after the train arrived.

(*Shortly* modifies the clause *after the train arrived.*)

Some adverbs have degrees of comparison. *Examples* :—

| Positive. | Comparative. | Superlative. |
|-----------|--------------|--------------|
| badly     | worse        | worst        |
| early     | earlier      | earliest     |
| far       | farther      | farthest     |
| fast      | faster       | fastest      |
| hard      | harder       | hardest      |
| late      | later        | latest, last |
| little    | less         | least        |
| loud      | louder       | loudest      |
| much      | more         | most         |
| near      | nearer       | nearest      |
| soon      | sooner       | soonest      |
| well      | better       | best         |

### ADVERBS.



## EXERCISES.

(a) Supply adverbs in the positive degree :—

- (1) She is a — better. (2) He sings —. (3) The wind blew —. (4) You are too —. (5) This writing is — better. (6) The lion roared —.

(b) Supply adverbs in the comparative degree :—

- (1) Walk a little — with me. (2) He writes — than you. (3) This is — difficult than that. (4) Come — to me. (5) Go — away. (6) The painter worked harder — than ever.

(c) Supply adverbs in the superlative degree :—

- (1) The boy talked —. (2) He came —. (3) His duty is the — unpleasant. (4) My horse ran —. (5) John worked — and played —. (6) He lives — away.

(d) Make use of the adverb *partly* (i) to modify a prepositional phrase and (ii) to modify a clause.

(e) Point out the use of each of the adverbs in the following sentences :—

- (1) The messenger came just in time. (2) The bomb fell exactly on the spot desired. (3) Precisely where the paper was placed no one can now tell. (4) Mary wrote a short letter long before the ship left. (5) They knew they were nearly at the end of their journey. (6) Luckily for John the night was clear. (7) We spoke to the postman immediately on his return.

## THE PREPOSITION.

(*Preposition means put before.*)

A preposition not only shows the relation between words in the same sentence, but it also governs one of the words—which of course must be a noun or pronoun—in the objective case. *Example* :—

The boy went *from* me.

Among the most-used prepositions are,—about, above, below, against, at, before, behind, beside, beyond, but (when it means *except*), by, during, except, for, in, out of, inside, outside, near, on, under, to, from, till, over, with, within, without, up, down, through, throughout, round, around, since, of, off, unto, until.

*Prepositional phrases*—consisting of prepositions and their governed nouns (or pronouns)—make up a very large part of spoken and written English.

The following examples of the changed form of prepositions should be noticed :—

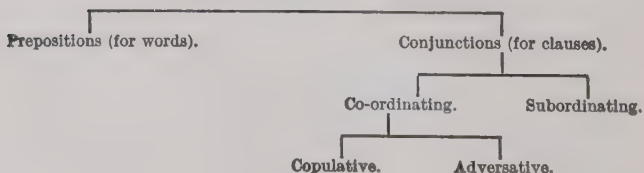
Five *o'* (means *of*) clock.

They went *a* (means *on*) hunting.

Many words can be used either as adverbs or as prepositions. *Examples* :—

|                               |   |             |
|-------------------------------|---|-------------|
| He came <i>in</i> from school | . | adverb      |
| He swam <i>in</i> the sea     | . | preposition |
| She got <i>up</i> . . . .     | . | adverb      |
| She went <i>up</i> the steps. | . | preposition |

## CONNECTING WORDS.



## EXERCISES.

(a) Place suitable prepositions in the following spaces :—

- (1) Far — the clouds the balloon rose. (2) — the surface the fishes swam. (3) The prisoner stood — the judge. (4) The boys hid — the wall. (5) The bat sleeps — the day. (6) Come every day — Sunday. (7) Pens are used — writing. (8) The brain is — the skull. (9) A sentinel stands — the building. (10) Sit — the chair. (11) The railway passes — the river. (12) The smith fell — the hole — the water. (13) He has been absent — Monday. (14) Take your hat — your head. (15) It depends — how you look at it. (16) The ground was covered — grass.

(b) Pick out the adverbs and prepositions in the following sentences, and state their use :—

- (1) He came in after you. (2) The beggar waits below for the money. (3) Write in the book. (4) The sun sank below the horizon. (5) Remain outside the room. (6) The girl walked up the stairs. (7) Let us go down. (8) The thief ran off. (9) The basket fell off the cart. (10) Tell him to wait without.

(c) Arrange the conjunctions in the following into two classes—co-ordinating and subordinating :—

- (1) The sun set and the moon rose. (2) We waited for them, but they did not come. (3) He said that he could not carry it. (4) You may stay here or go with me. (5) I will follow him though he fire at me. (6) Stay here until I return. (7) The bear waited until the man was quite near. (8) I took it back because you asked me to do so. (9) I wonder how you can do this. (10) The prince asked him why he was in prison.

## THE CONJUNCTION.

(*Conjunction means joining.*)

The usual work of conjunctions is to join clauses ; but the conjunctions *and*, *but*, and *or*, are often used to join words or phrases. *Example* : A poor *but* honest boy.

(i) Conjunctions which join clauses of equal rank are called **co-ordinating** conjunctions. *Example* : The horses neighed *and* the oxen lowed.

Co-ordinating conjunctions which merely couple, such as *and*, *as well as*, *also*, *for*, are called **copulative**.

Co-ordinating conjunctions which imply an opposition of ideas, such as *but*, *either . . . or*, *neither . . . nor*, *or*, *still*, *yet*, *however*, *nevertheless*, are called **adversative**.

(ii) Conjunctions which join subordinate to principal clauses are called **subordinating** conjunctions. *Example* : The farmer said *that* his crops were ruined.

The chief subordinating conjunctions are—*that*, *why*, *if*, *as*, *though*, *although*, *lest*, *unless*, *since*, *than*, *when*, *where*, *while*, *before*, *after*, *until*, *whence*, *how*, *whether*, *because*.

(Exercises on page 77.)

## THE INTERJECTION.

(*Interjection means thrown between.*)

Interjections have no grammatical connection with the rest of the sentence.

They are used :—

- i. To express fear, pain, pleasure, surprise or some other emotion. *Examples* : *Oh ! ah ! alas ! hurrah ! O dear me !*
- ii. To express assent or dissent. *Examples* : *Yes ! no !*
- iii. To attract attention. *Examples* : *Hush ! halloa ! ho !*

## PARSING TABLE.

|                |   |
|----------------|---|
| Noun . . .     | Kind of noun, person, number, gender, case and relation to other part of clause.                                      |
| Pronoun . .    | Kind of pronoun, person, number, gender (if relative give its antecedent), case and relation to other part of clause. |
| Adjective . .  | Kind of adjective, degree, use, attributive or predicative.   |
| Article . . .  | Kind of article, use.   |
| Verb . . .     | Verb, conjugation, transitive or intransitive, voice, mood, tense, person and number to agree with the subject.       |
| Auxiliary . .  | Auxiliary verb used with — for forming —.   |
| Infinitive . . | Form of infinitive, of the strong or weak, transitive or intransitive verb —, voice, use.                             |
| Participle . . | Kind of participle, of the strong or weak, transitive or intransitive verb —, voice, qualifying —.                    |
| Adverb . . .   | Kind of adverb, degree, use.  |
| Preposition .  | Preposition relating ( <i>a</i> ) and ( <i>b</i> ), and governing ( <i>b</i> ) in the objective case.                 |
| Conjunction .  | Kind of conjunction connecting — and —.   |

## MODEL PARSING.

Parse the words *in italics* in the following passages :—

(i) Some boys once *took* from a cat *her only* kitten, and, after *playing* with the little creature for a short time, *were so* cruel as to throw it *into* a pool of water.

(ii) The North Wind and the Sun *were disputing* which was the *stronger*, when a traveller came along *wrapped* in a warm cloak. They agreed *that* the one *who* first made the traveller *take* off his cloak should be considered stronger than the other.

| <i>Words.</i>  | <i>Parsing.</i>  |
|----------------|--|
| (i) took . .   | Verb, strong (take, took, taken), trans., active voice, indic. mood, past simple tense, 3rd pers. plur. to agree with the subject <i>boys</i> .          |
| her . .        | Pers. pron., 3rd pers., sing. num., fem. gend., poss. case, owning <i>kitten</i> .   |
| only . .       | Adj. of quantity, qualifying <i>kitten</i> .   |
| playing .      | Verbal noun, 3rd pers., sing. num., neut. gend., obj. case gov'd. by the prep. <i>after</i> .  |
| so . . .       | Adv. of degree, modifying the adj. <i>cruel</i> .  |
| into . .       | Prep., relating <i>throw</i> and <i>pool</i> , and gov'g. <i>pool</i> in the obj. case.  |
| (ii) were . .  | Aux. verb, used with <i>disputing</i> to form the past continuous tense.   |
| were disputing | Compound verb, weak, trans., active voice, indic. mood, past continuous tense, 3rd pers. plur. to agree with the subject <i>North Wind and the Sun</i> . |
| stronger .     | Adj. of quality, compar. degree (stronger, strongest), used predicatively, qualifying <i>which</i> .   |
| wrapped .      | Past participle of the weak, trans. verb <i>wrap</i> , passive voice, qualifying <i>traveller</i> .  |



MODEL PARSING—*continued.*

| <i>Words.</i> | <i>Parsing.</i>  |
|---------------|--|
| that . .      | Subordinating conj., joining the sub. clause <i>the one should be considered stronger</i> to its principal <i>They agreed.</i>   |
| who . .       | Rel. pron., 3rd pers., sing. num., masc. gend., agreeing with its antecedent <i>one</i> , nom. case, subj. to the verb <i>made.</i>  |
| take . .      | Simple infin. of the strong trans. verb <i>take</i> , active voice govng. <i>cloak</i> in the obj. case, and obj. case gov'd. by the trans. verb <i>made</i> : factitive object. |

## Short Sentences suitable for Parsing Exercises,

*(Arranged according to degree of difficulty.)*

1. The jackdaw sat on the cardinal's chair.
2. A stitch in time saves nine.
3. Will you walk into my parlour?
4. I have many curious things to show you.
5. Under a spreading chestnut tree, the village smithy stands.
6. Where are you going, my pretty maid?
7. Oft I had heard of Lucy Gray.
8. Whilst thus I sing I am a king.
9. Most likely she will come to-morrow.
10. That, Father! will I gladly do.
11. Each morning sees some task begun, each evening sees its close.
12. Which way does the wind blow?
13. People who live in glass houses should not throw stones.
14. Safe bind, safe find.
15. There's many a slip 'twixt the cup and the lip.
16. Dare to be true; nothing can need a lie.
17. You had the same time for preparing as I had.
18. All that glitters is not gold.
19. They, whose day's work is done, depart at once.
20. Though he were to deny it a hundred times, no one would believe him.
21. It is our duty to treat others as we would wish them to treat us.
22. Ostriches can run faster than horses, but not so steadily.
23. Health is better than wealth.
24. Twinkle! twinkle! little star; how I wonder what you are!
25. None but the brave deserve the fair.
26. Almost the first thing he did was to visit his old captain.
27. Those who have been refused admission may apply to be admitted to another school.
28. Avoid doing what you believe to be wrong.
29. He seemed to feel quite a hero.
30. To spend a little less than we earn is the surest economy.
31. Among the best known of those whose praises had been sung was Alfred.



## EXERCISES.

## Sentences for Analysis.

(1) The governor, who was present, called out and ordered the slave to be brought before him.

(2) A writer, describing Japanese railways, speaks of the poor accommodation for ladies travelling on them.

(3) When Carter the lion-king was a boy he was very fond of nuts which his friends gave him in large quantities.

(4) People have often told me that the sight of lightning gives them very great pleasure.

(5) Say what is that thing called light which I must never enjoy.

(6) I was this morning walking in the gallery when Sir Roger entered at the opposite end and advanced to me.

(7) Standing on his hind legs the dog was just able to push his nose into his master's plate.

(8) He refused to grant the poor man's request and threatened to order his soldiers to drive him away.

(9) Assembled around the outside of the enclosure you will find the Indians attended by their wives and children.

(10) I know now that I ought to have taken the advice which was so frequently offered me by my friends.

(11) He is very clever but too lazy, I am afraid, to make sufficient progress.

(12) A King of Sparta, on being asked what he thought most proper for boys to learn, answered, "What they ought to do when they become men."

(13) Though ants have wings they do not keep them long, for, when they have serious work, these wings are rather in the way.

(14) No joy was ever equal to mine when I found I had made an earthen vessel that would bear the fire.

(15) When he died his followers thought the highest honour they could pay him would be to draw up the ship he loved so well high on the beach and bury him in it.

(16) The news that the Japanese had entered Mukden arrived here last Tuesday.

## SUBORDINATE CLAUSES.

A subordinate clause may be (i) **adjectival**, (ii) **adverbial**, or (iii) **noun**.

(i) If the clause qualifies a noun or pronoun (of the principal clause) it is a subordinate **adjectival** clause.

*Example :—*

The player *who had hurt his arm* came to me.

Adjectival clauses are generally introduced by a relative pronoun—expressed or understood—or by *where* (means *in which*), *when* (means *in which*), or *whence* (means *from which*), and they therefore are sometimes called **relative clauses**.

(ii) If the clause modifies a verb, an adjective or an adverb (of the principal clause) it is a subordinate **adverbial** clause. *Example :—*

We went *after we had finished the work*.

**Adverbial clauses** may be of :—

**Time.** *Example :* She came *while we were playing*.

**Place.** *Example :* He travelled *where no man had been before*.

**Manner.** *Example :* You recite *as you have been taught*.

**Cause.** *Example :* I must hurry *because it is late*.

**Condition.** *Example :* We must help the poor *if we are able to do so*.

**Purpose.** *Example :* They come *that they may learn*.

**Degree.** *Example :* The box was so heavy *they could not lift it*.

(iii) If the clause serves as the subject or object or is in apposition to a noun or pronoun (of the principal clause), it is a subordinate **noun** clause. *Examples :—*

*How he knew* is a mystery ..... subject.

We read *that the ship had been lost* ..... object.

It seems *he is deaf* ..... apposition (with it).

## SUBORDINATE CLAUSES.



## EXERCISES.

Sentences for Analysis—*continued*.

(17) She told him how one day Buzz had found a great dead hornet which had been killed by Farmer Wood.

(18) When my mother went to ask my master's pardon for me, she learned that Sir Joseph had bought the turbot for a great dinner at which the king was to be present.

(19) I will tell him that when I marry her I will bestow upon him a thousand pieces of gold.

(20) The first few nights after Tom came to school he sat up in bed till the candle was out and then stole out and said his prayers.

(21) If I can cause some small proportion of these to reflect on the true causes which have led to the decadence of so many Oriental States and on the methods best adapted to prevent any recurrence of those causes, my main object will have been obtained.

(22) It is to be hoped that a new and bright era will commence.

(23) The camel, a strange-looking animal, which you have often seen, is sometimes called the ship of the desert, for without its help no traveller could cross the desert.

(24) When Abbas the Great, king of Persia, was hunting in a narrow valley between two high mountains, he met one morning a very ugly man, at the sight of whom his horse started.

(25) If we compare an animal and a plant, we shall find that both of them are living things, which grow.

(26) Many travellers visit Cairo every year, that they may see the wonders of the city ; and their trouble is richly rewarded, for many curious and interesting sights are to be seen.

(27) The Blue Nile and the Atbara are the true makers of Egypt, for the mud which they bring with them from Abyssinia is spread over the land and forms the soil which gives the country its life.

(28) The fact that he does not grasp is that he is slower than his brother.

## ANALYSIS.

Simple  
Complex  
Compound

Sentence {

| CLAUSE. |  | SUBJECT.                |   | PREDICATE.  |  |   |
|---------|--|-------------------------|---|---|--|---|
| Clause. | Kind.  | C.W.                    | Subject.  | Enl. of Subj.   | Verb<br>(with complement).   | Object.<br><br>Enl. of Obj.<br><br>Extension.                                     |
| (A) —   | Principal  |                         |   |   |  |   |
| (B) —   | Sub. Adject.<br>qual. —<br>of Cl. —                                  |                         | Noun<br>Pronoun<br>Infinitive<br>Verbal noun<br>Adjective<br>Clause | Adjective<br>Noun in poss. case<br>Pronoun in poss. case<br>Noun in appos.<br>Partic. or partic. phr.<br>Infinitive<br>Prepositional phr.<br>Clause | Verb<br>Verb and noun<br>Verb and adj.<br>Verb and infin.<br>Verb and prep. phr. | Adverb<br>Prepos. phr.<br>Infinitive<br>Clause<br>Adverbial phr.<br>Absolute phr. |
| (C) —   | Sub. Adverb.<br>mod. —<br>of Cl. —                                   | Conjunction<br>Relative |   |   |  |   |
| (D) —   | Sub. Noun<br>subj. to —<br>obj. to —<br>in appos. with —<br>of Cl. — |                         |   |   |  |   |

Sentences for Analysis—*continued*.

- (29) The spider turned him round about,  
And went into his den,  
For well he knew the silly fly  
Would soon come back again.
- (30) He stood alone by the window within,  
For he felt that his soul was stained with sin,  
And his mother could hear him sob and cry,  
Because he had told her that wicked lie.
- (31) And while on her pillow she softly lay,  
She knew nothing more till again it was day.
- (32) Their kindness cheered his drooping soul,  
And slowly down his wrinkled cheek  
The big round tear was seen to roll,  
Which told the thanks he could not speak.
- (33) And Bruce of Scotland braced his mind,  
And gossips tell the tale,  
That he tried once more as he tried before,  
And that time he did not fail.
- (34) Every day the starving poor  
Crowded around Bishop Hatto's door,  
For he had a plentiful last year's store,  
And all the neighbourhood could tell  
His granaries were furnished well.
- (35) In the morning as he entered the hall  
Where his picture hung against the wall,  
A sweat like death all over him came,  
For the rats had eaten it out of the frame.
- (36) Old man ! whom so oft I with pity have eyed,  
I love thee and love the sweet boy at thy side :  
Long yet mayst thou live ! for a teacher we see  
That lifts up the veil of our nature in thee.
- (37) Oh ! listen to a tale of one whose life has long  
been sped,  
And tell me then—if then you can—that human  
love is dead.
- (38) To do to others as I would  
That they should do to me  
Will make me honest, kind and good,  
As children ought to be.



## COMMON AFFIXES

Used in the formation of English Words.

## I. PREFIXES.

*(Prefix means put before.)*

| Prefix.            | Meaning.              | Examples.   |
|--------------------|-----------------------|---|
| a—, ab—, abs—      | from                  | <i>avert, absolve, abstract.</i>                              |
| ad—, ac—, af—      | to                    | <i>adjust, accord, affirm, ag-</i>                            |
| ag—, al—, an—      |                       | <i>grieve, allot, announce,</i>                               |
| ap—, ar—, as—      |                       | <i>approve, arrange, assist,</i>                              |
| at— . . .          |                       | <i>attend.</i>  |
| ante— . . .        | before                | <i>antecedent, antedate, ante-</i><br><i>room.</i>            |
| bene— . . .        | well                  | <i>benefactor, benefit, bene-</i><br><i>volent.</i>           |
| bi— . . .          | twice                 | <i>bicycle, bisect, biped.</i>                                |
| con—, col—, com—   | with                  | <i>consult, collect, compare,</i>                             |
| cor—, co— . . .    |                       | <i>correspond, co-operate.</i>                                |
| de— . . .          | down,<br>away from    | <i>decline, despond, depose.</i>                              |
| dis—, di—, dif—    | asunder               | <i>dispel, divert, different.</i>                             |
| ex—, e— . . .      | out                   | <i>except, expel, event, edu-</i><br><i>cate.</i>             |
| in—, il—, im—, ir— | (verb<br>forming)     | <i>invite, illustrate, impart,</i><br><i>irrigate.</i>        |
| in—, il—, im—, ir— | not                   | <i>intransitive, illegible, im-</i><br><i>pair, irregular</i> |
| mis— . . .         | wrongly               | <i>mistake, mislead, miscon-</i><br><i>duct.</i>              |
| non— . . .         | not                   | <i>nonsense, non-metallic.</i>                                |
| ob—, oc—, of—, op— | against               | <i>object, occur, offer, oppose.</i>                          |
| post— . . .        | after                 | <i>postpone, post meridian,</i><br><i>postscript.</i>         |
| pre— . . .         | before                | <i>predict, prepare, precede.</i>                             |
| pro— . . .         | {for,<br>in front of} | <i>provide, propose, proceed.</i>                             |
| re— . . .          | back, again           | <i>reply, return, refine.</i>                                 |
| se— . . .          | apart                 | <i>separate, select, secure.</i>                              |
| sub—, suc—, suf—   | under                 | <i>submit, succeed, suffer.</i>                               |
| sug—, sup— . . .   |                       | <i>suggest, supplicate.</i>                                   |
| trans— . . .       | across                | <i>transitive, transfer, trans-</i><br><i>mit.</i>            |

## 2. SUFFIXES.

*(Suffix means put after.)*

## (a) Verb-forming.

| Suffix.     | Examples.                      |
|-------------|--------------------------------|
| —en . . . . | strengthen, brighten, shorten. |
| —fy . . . . | simplify, modify, terrify.     |
| —ise. . . . | civilise, specialise.          |

## (b) Noun-forming.

| Suffix.                    | Examples.                                 |
|----------------------------|---|
| —age . . . .               | breakage, drainage, village.              |
| —ance, —ancy, —ence, —ency | guidance, vacancy, prevalence, emergency. |
| —dom . . . .               | kingdom, freedom, wisdom.                 |
| —er, —ar, —or (agent)      | worker, liar, doctor.                     |
| —ess (feminine).           | countess, tigress.                        |
| —et (diminutive)           | billet, racket.                           |
| —hood . . . .              | manhood, priesthood.                      |
| —ion . . . .               | action, fraction, translation.            |
| —ism . . . .               | heroism, barbarism.                       |
| —ling (diminutive)         | lordling, duckling, darling.              |
| —ment . . . .              | judgment, payment, government.            |
| —ness . . . .              | darkness, goodness, kindness.             |
| —ry, —ery . . . .          | machinery, slavery, trickery.             |
| —ship . . . .              | hardship, friendship, worship.            |
| —th, —t . . . .            | growth, width, height.                    |

## (c) Adjective-forming.

| Suffix.                  | Examples.  |
|--------------------------|--|
| —able, —ible . . . .     | teachable, eatable, possible.                            |
| —al . . . .              | natural, naval, comical.                                 |
| —ful . . . .             | careful, graceful, fearful.                              |
| —ant, —ent . . . .       | brilliant, vacant, absent.                               |
| —ing (pres. par. suffix) | creeping, rushing.                                       |
| —ish . . . .             | darkish, boyish, warmish.                                |
| —ive . . . .             | active, attentive, sportive.                             |
| —less . . . .            | fearless, senseless, hopeless.                           |
| —ly . . . .              | friendly, lovely (also adverb-forming), wisely, sweetly. |
| —ous . . . .             | dangerous, glorious, beauteous.                          |
| —ward . . . .            | backward, onward, homeward.                              |
| —y . . . .               | glassy, sticky, dirty, hungry.                           |

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(THE NUMBERS REFER TO PAGES.)

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